Ready Steady Write Foundations Progression Overview

	A	B	C	D	E	F
Vehicle Texts						
	The Something	Star in a Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale
Writing Outcome & Writing Purpose						
	Narrative: A Friendship & Animal Theme Purpose: To tell and write sentences around the theme	Narrative: A Star Theme Purpose: To tell and write sentences around the theme	Narrative: A Superhero Theme Purpose: To tell and write sentences around the theme	Narrative: A Traditional Tale Theme Purpose: To tell and write sentences around the theme	Narrative: A Plant Growing Theme Purpose: To tell and write sentences around the theme	Narrative: A Seaside Theme Purpose: To tell and write sentences around the theme
	Recount: Animal Information Purpose: To inform	Information: Poster to find a lost star Purpose: To inform (and describe)	Information: A letter wanting to be a sidekick Purpose: To inform	Instructions: How to trap an animal Purpose: To instruct	Instructions: How to grow a garden plant / vegetable Purpose: To instruct	Poems: Sea creature poems Purpose: To describe

Explicitly teach of the following concepts of print: Print has meaning; Print can have different purposes; Print in English is directed from left to right and top to bottom.
Explicitly teach that each spoken word when written is separated by a space.

Grammar: Word

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

A	B	C	D	E	F
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

A	B	C	D	E	F
Focus on: ·Orally rehearse sentences and Word Count the number of words spoken prior to writing ·Focus on a simple sentences - Subject, verb object. e.g. Dan had a dog. ·Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) ·Teacher model use of the Sentence Accuracy Check	Build on previous units & focus on: ·Orally rehearse sentences and Word Count the number of words spoken prior to writing ·Focus on a simple sentence - Subject, verb object. e.g. I 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

Grammar: Text

A	B	C	D	E	F
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

A	B	C	D	E	F
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

Ready Steady Write Progression Overview Year 1

A	B	C	D	E	F
Vehicle Texts					
Old Bear	Rapunzel	Hermelin	Where the Wild Things Are	The Secret of Black Rock	The Last Wolf
Writing Outcome & Writing Purpose					
Narrative: 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
Grammar: Word					
Build on previous year & focus on: Regular plural noun suffix -s or -es How the prefix un– changes the meaning of verbs and adjectives Suffix added to verbs	Build on previous units & focus on: Reinforce plural noun suffix -s -es Suffix added to verbs -er	Build on previous units & focus on: Reinforce plural noun suffix -s -es How prefix un– changes the meaning of verbs and adjectives	Build on previous units & focus on: Suffix added to verbs – ing ed er	Build on previous units & focus on: Reinforce plural noun suffix -s -es Reinforce how prefix un – changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix -s -es Suffix added to verbs - ed
Grammar: Sentence					
Build on previous year & focus on: Combining words to make sentences Joining words and clauses using- and	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using- and	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using- and, because, so	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using- and, because, so, but	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using- and, because, so, but	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using- and, because, so, but
Grammar: Text					
Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives
Grammar: Punctuation					
Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark
Terminology for Pupils					
letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation					

Ready Steady Write Progression Overview Year 2

A	B	C	D	E	F
Vehicle Texts					
A River	The Night Gardener	The Bog Baby	Grandad's Island	The King Who Banned the Dark	Rosie Revere
Writing Outcome & Writing Purpose					
Narrative: Circular Narrative

Purpose: To narrate | Narrative: Setting Narrative

Purpose: To narrate | Narrative: Finding Narrative

Purpose: To narrate | Narrative: Return Narrative

Purpose: To narrate | Non-Fiction: Persuasive Letter

Purpose: To persuade | Narrative: Invention Narrative

Purpose: To narrate |
| Recount: Letter

Purpose: To inform | Recount: Diary

Purpose: To recount | Instructions: How to build a habitat

Purpose: To instruct | Information: Jungle Animals

Purpose: To inform | Narrative: Banning Narrative

Purpose: To narrate | Explanation: How a machine works

Purpose: To explain |
| **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:
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)
Sentence indicates its function as a question.
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:
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 a statement, question, command and 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 Progression Overview Year 3

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

Ready Steady Write Progression Overview Year 4

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

Ready Steady Write Progression Overview Year 5

A	B	C	D	E	F
Vehicle Texts					
When we Walked on the Moon	FArTHER	The Hound of the Baskervilles	The Promise	The Lost Book of Adventure	King Kong
Writing Outcome & Writing Purpose					
Narrative: Exploration Narrative 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 Event Report Purpose: To inform	Persuasion: Bargain Letter Purpose: To persuade	Explanation: Survival Guide Purpose: To explain	Discussion: Balanced Argument Purpose: To discuss
Grammar: Word					
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
Grammar: 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	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
Grammar: Text					
Build on previous year & focus on:	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragra	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
Grammar: Punctuation					
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
Terminology for Pupils					
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					

Ready Steady Write Progression Overview Year 6

A	B	C	D	E	F
Vehicle Texts					
Rose Blanche	A Story Like the Wind	The Origin of the Species	The Ways of the Wolf	Shackleton's Journey	Hansel and Gretel
Writing Outcome & Writing Purpose					
Recount: Diary

Purpose: To recount | Narrative: Flashback Narrative

Purpose: To narrate | Narrative: Discovery Narrative

Purpose: To narrate | Recount: Documentary Narrative
Purpose: To narrate
Discussion: Balanced Argument
Purpose: To discuss
Narrative: Hunted Narrative
Purpose: To narrate | Narrative: Endurance Narrative

Purpose: To narrate | Narrative: Dual Narrative

Purpose: To narrate |
| Recount: Bravery Speech Award

Purpose: To recount & inform (hybrid) | Recount: Newspaper Report

Purpose: To recount | Explanation: Adaptation

Purpose: To explain | | Recount: Biography

Purpose: To recount | Persuasion: Letter

Purpose: To persuade |
| **Grammar: Word** | | | | | |
| Build on previous year & focus on: Understand how words are related by meaning as synonyms and antonyms
The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices | Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms
Converting nouns into verbs using suffixes (reinforce from Y5)
The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices | Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms
The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing | Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms
The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing | Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms
The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing | Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms
The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone |
| **Grammar: Sentence** | | | | | |
| Build on previous year & focus on: The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech | Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal
Using expanded noun phrases to convey complicated information concisely | Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal
Using expanded noun phrases to convey complicated information concisely
Use the subjunctive forms in some very formal writing and speech | Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely
Understand the difference between structures typical of informal speech and structures appropriate to formal
Develop understanding of the passive to affect the presentation of information in a sentence
Use the subjunctive forms in some very formal writing and speech | Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely
Understand the difference between structures typical of informal speech and structures appropriate to formal
Develop understanding of the passive to affect the presentation of information in a sentence | Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal speech in writing –the use of the subjunctive form in some very formal speech and writing
Wish – if I were… |
| **Grammar: Text** | | | | | |
| Build on previous year & focus on: using a wider range of cohesive devices - adverbials | Build on previous units & focus on: Use headings, sub-headings, columns and captions to structure information | Build on previous units & focus on: Use headings and sub-headings to structure information | Build on previous units & focus on: Using cohesive devices, e.g. synonyms
Accurate tense choices throughout the writing | Build on previous units & focus on: Using headings and sub-headings to organise information | Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices |
| **Grammar: Punctuation** | | | | | |
| Build on previous year & focus on: Semi-colons within detailed lists
Indicate grammatical features using the semi-colon to mark the boundary between independent clauses
Dashes and commas to indicate parenthesis | Build on previous units & focus on: Use hyphens to join words and avoid ambiguity
Use range of punctuation taught at KS2 (Speech punctuation)
Use the semi-colon as the boundary between independent clauses | Build on previous units & focus on: Use dashes, colons and semi-colons to mark the boundary between independent clauses
Use colons to introduce a list | Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses
Use hyphens to avoid ambiguity
Use colons to introduce a list | Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses
Use commas to clarify meaning and avoid ambiguity | Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses
Use hyphens to avoid ambiguity |
| **Terminology for Pupils** | | | | | |
| subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points | | | | | |