

^	Ready St	eady Write Progressi C	ion Overview Year 1,		-
Α	В	_	e Texts	Е	F
Autumn 1 Unit 1A Old Bear by Jane Hissey	Autumn 2 Additional Unit There's a Tiger in the Garden	Spring 1 Unit 1C Hermelin by Mini Grey	Spring 2 Unit 2D Grandad's Island by Benji Davies	Summer 1 Unit 2E The King Who Banned the Dark by Emily Haworth-Booth	Summer 2 Unit 2F Rosie Revere, Engineer by Andrea Beaty
	Gurden	Writing Outcome	& Writing Purpose		
Fiction Outcome: Finding story sentences	Fiction Outcome: Search and return narrative	Fiction Outcome: Detective story sentences	Fiction Outcome: Return Narrative	Fiction Outcome: Banning narrative	Fiction Outcome: Invention Narrative
Non-fiction Outcome: Message sentences	Non-fiction Outcome: Invitation	Non-fiction Outcome: Letter sentences	Non-fiction Outcome: Information text	Non-fiction Outcome: Persuasive letter	Non-fiction Outcome: Explanation Text
		Gramm:	ar: Word		
Y1 Regular plural noun suffixes -s or -es How the prefix unchanges the meaning of verbs and adjectives Y2 Use the suffix -ly to turn adjectives into adverbs Use of the suffix -er and -est in adjectives	Suffixes can be added to verbs where no change is needed in the root word, -ing, -ed, -er. Y2 Reinforce use of the suffix -ly to turn adjectives into adverbs Formation of adjectives using suffix -ful, -less.	Y1 Reinforce plural noun suffix -s -es How prefix un – changes the meaning of verbs and adjectives Adding suffixes -er and -est to adjectives Y2 Formation of adjectives using suffixes -ful -less Use of the suffixes –er & -est in adjectives Use of the suffix -ly to turn adjectives into adverbs	Y1 Suffixes can be added to verbs where no change is needed in the root word, -ing, -ed, -er. Recap plural noun suffix -s and -es Adding the suffix -est and -er to adjectives Y2 Use of the suffixes - er & -est in adjectives Use of the suffix -ly to turn adjectives into adverbs	Y1 Plural noun suffix -s -es How un- prefix changes the meaning of verbs and adjectives Adding the suffix -ing , - ed and -er to verbs Adding the suffix -est and -er to Adjectives Y2 Formation of nouns using suffixes e.gness, -er Formation of adjectives using suffixes e.gful, -less Use of the suffix -ly to turn adjectives into adverbs	Y1 Adding the suffix - er and est to adjectives Adding the suffixes -ing and -ed to verbs How un- prefix changes the meaning of verbs and adjectives Y2 Formation of nouns by compounding Use of the suffixes - er & - est in adjectives Use of the suffix - ly to turn adjectives into adverbs
			: Sentence		
Yr 1 Combining words to make sentences Joining words and clauses using 'and' Yr 2 Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but, so) How the grammatical patterns in a sentence indicates its function as a statement and question	Yr 1 Combining words to make sentences Joining words and clauses using 'and' Yr 2 Expanded noun phrases for description and specification Co-ordination (or, and, but, so) How the grammatical patterns in a sentence indicates its function as an exclamation and question	Yr 1 Combining words to make sentences Joining words and clauses using-'and' Yr 2 Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but, so) How the grammatical patterns in a sentence indicates its function as a command	Yr 1 Combining words to make sentences Joining words and clauses using 'and' Yr 2 Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and exclamation	Yr 1 Combining words to make sentences Joining words and clauses using 'and' Yr 2 Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but, so) How the grammatical patterns in a sentence indicates its function as a question and statement	Yr 1 Combining words to make sentences Joining words and clauses using and, because, but and so Yr 2 Expanded Noun Phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but, so) How the grammatical patterns in a sentence indicates its function as an exclamation

sentences to form short narratives Yr 2 Correct choice and consistent use of past and present tense throughout writing Yr 1 Separation of words with spaces Capital letters for names, places, days of the week and personal pronoun I. Yr 2 Seorect choice and consistent use to form short narratives sentences to form short consistent use of past and present tense throughout writing Yr 1 Separation of words with spaces words with spaces sentences to form s			Gramm	nar: Text		
narratives Short narratives Nr 2 Correct choice and consistent use of past and present tense throughout writing Nr 1 Separation of words with spaces Capital letters for names, places, days of the week and personal pronoun I. Yr 2 Use of capital letters, full stops, of demarcate sentences. Short narratives Nr 2 Correct choice and consistent use of past and present tense throughout writing Nr 2 Correct choice and consistent use of past and present tense throughout writing Nr 2 Correct choice and consistent use of past and present tense throughout writing Nr 2 Correct choice and consistent use of past and present tense throughout writing Learn how to use the progressive form of verbs in the present and past tense to mark actions in progress Nr 1 Separation of words with spaces Nr 2 Use of capital letters and full sevek and personal pronoun I. Nr 2 Use of capital letters, full stops, question marks to demarcate sentences Nr 2 Use of capital letters, full stops and question marks to question marks to question marks to demarcate sentences Nr 2 Use of capital letters are missing in spelling Nr 2 Use of capital letters, full stops, question marks and question marks to demarcate sentences. Nr 2 Use of capital letters, full stops, question marks to demarcate sentences. Nr 2 Use of capital letters, full stops, question marks to demarcate sentences. Nr 2 Use of capital letters, full stops, question marks to demarcate sentences. Nr 2 Use of capital letters, full stops, question marks to demarcate sentences.	1 Sequencing	Yr 1 Sequencing	Yr 1 Sequencing	Yr 1 Sequencing	Yr 1 Sequencing	Yr 1 Sequencing
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consistent use of past and present tense throughout writing throughout writing and present tense throughout writing throughout writing and present tense throughout writing and present tense throughout writing throughout writing and present tense throughout writing and present tense throughout writing t	arratives	short narratives	narratives	narratives	narratives	narratives
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and present tense throughout writing and past tense to mark tense there and past tense to mark tense there and past tense to mark actions in progress. Yr 1 Separation of words with spaces Yr 2 Use of capital letters and full stops and past actions in prosent tense there are actions in progress. Yr 2 Use of capital pronoun I. Question marks to demarcate sentences. Yr 2 Use of capital pronoun I. Question marks to demarcate sentences. Yr 2 Use of capital pronoun I. Question marks t						consistent use of past
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Progressive form of verbs in the present and past tense to mark actions in progress Grammar: Punctuation Yr 1 Separation of words with spaces Vr 1 Separation of words with spaces Capital letters for names, places, days of the week and personal pronoun I. Yr 2 Use of capital letters, full stops, demarcate sentences. Use of full Stops to demarcate sentences. Vr 2 Use of capital letters and full sentences. Use apostrophes to demarcate sentences Vr 2 Use of capital letters are question marks to demarcate sentences Vr 2 Use of capital letters are question marks to demarcate sentences. Draw Grammar: Punctuation Vr 1 Separation of words with spaces Vr 2 Use of capital letters for names, places, days of the week and personal pronoun I. Pronoun I. Vr 2 Use of capital letters, full stops, demarcate sentences Use apostrophes to marks to demarcate sentences Vr 2 Use of capital letters, full stops, question marks to demarcate sentences Vr 2 Use of capital letters, full stops, question marks to demarcate sentences. Vr 2 Use of capital letters, full stops, question marks to demarcate sentences. Vr 2 Use of capital letters, full stops, question marks to demarcate sentences.	· ·		1 .			throughout writing
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Yr 1 Separation of words with spaces words with				'		
Yr 1 Separation of words with spaces words with			Grammar:	1 0		
words with spaces words with s	1 Separation of	Yr 1 Separation of			Yr1 Separation of	Yr 1 Separation of
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names, places, days of the week and personal pronoun I. Vr 2 Use of capital letters, full stops, question marks to demarcate sentences Use of full Stops to demarcate sentences. Use of full Stops to demarcate sentences Vr 2 Use of capital letters, full stops to demarcate sentences Use of full Stops to demarcate sentences Vr 2 Use of capital exclamation marks to demarcate sentences Vr 2 Use of capital letters, full stops to demarcate sentences Vr 2 Use of capital letters, full stops to demarcate sentences Vr 2 Use of capital letters, full stops, question marks to demarcate sentences Vr 2 Use of capital letters, full stops, question marks to demarcate sentences. Vr 2 Use of capital letters, full stops, question marks to demarcate sentences.	or do with spaces	Words With spaces	Words With spaces	Words With Spaces	Words With spaces	Words With spaces
the week and personal pronoun I. Yr 2 Use of capital letters, full stops, question marks to demarcate exclamation marks to demarcate sentences. Use of full Stops to demarcate exclamation marks to demarcate sentences. Use of capital exclamation marks to demarcate sentences. Yr 2 Use of capital letters, full stops and question marks to mark where letters are question marks to demarcate sentences. Use apostrophes to mark where letters are question marks to demarcate sentences. The week and personal pronoun I. The week and personal pronoun I. Question marks to demarcate sentences. Full stops to demarcate sentences. Question marks to demarcate sentences Yr 2 Use of capital letters, full stops, question marks to demarcate sentences. Yr 2 Use of capital letters, full stops, question marks to demarcate sentences.		Capital letters and full	Capital letters and full			Capital letters and full
pronoun I. Yr 2 Use of capital letters, full stops, question marks to demarcate sentences Use of full Stops to demarcate exclamation marks to demarcate sentences. Use of full Stops to demarcate sentences. Sentences. Yr 2 Use of capital letters, full stops and question marks to mark where letters are question marks to demarcate sentences. Yr 2 Use of capital letters, full stops, question marks to demarcate sentences. Yr 2 Use of capital letters, full stops, question marks to demarcate sentences. Yr 2 Use of capital letters, full stops, question marks to demarcate sentences.		stops	stops			stops
Letters, full stops to demarcate sentences Lose of full Stops to demarcate Exclamation marks and demarcate exclamation marks to demarcate sentences. Lose of capital letters, full stops and question marks to missing in spelling Lose apostrophes to question marks to demarcate sentences. Lose apostrophes to demarcate senten				· ·	· •	
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letters, full stops and question marks to missing in spelling question marks and demarcate sentences. Exclamation marks to demarcate sentences. demarcate sentences.	6 11 1			demarcate sentences		1 1
question marks to missing in spelling question marks and demarcate sentences.						4
	The second secon				sentences.	demarcate sentences
definancate sentences (contractions) exciamation marks to		0 1 0	4	demarcate sentences.	Vr 2 Use of capital	Amastuanhas ta mauli
	aniarcate sentences	(contractions)		Vr 2 Use of capital	· '	singular possession in
Use apostrophes to Use apostrophes to letters, full stops, question marks to nouns	so anostrophos to	Use anestrophes to	demarcate sentences		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
mark singular mark singular Commas to separate exclamation marks and demarcate sentences			Commas to senarate	1 1 1	· •	Hours
The state of the s	_	•	· ·		demarcate sentences	Commas to separate
demarcate sentences Apostrophes to mark items in a list	255C55iOii iii iiOulis.	possession in nouns.	items in a list	4	Apostrophes to mark	
Commas to separate Use apostrophes to where letters are		Commas to separate	Use anostrophes to	acareate sentences	l i i	items in a list
items in a list mark where letters are Apostrophes to mark missing in spellings		· ·		Apostrophes to mark		
missing in spelling singular possession in (contractions)		.ccs iii u iist				
(contractions) nouns					(
Commas to separate			(Commas to separate	
items in a list						

Yr 1 letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation
Yr 2 noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe,

			sion Overview Year 3	•	
Α	В	С	D	E	F
			icle Texts		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Unit 3A	Unit 3B	Unit 4C	Unit 3D	Unit 4E	Unit 4F
The Iron Man by Ted	Fox by Margaret Wild	Arthur and the	The Lost Happy Endings	The Journey by	Manfish by Jennifer
		Golden Rope by			
		Joe Todd Santon			
Hughes (Chris Mould			by Carol Ann Duffy	Francesca Sanna	Berne
edition)					
		Writing Outcon	ne & Writing Purpose		
Fiction Outcome:	Fiction Outcome:	Fiction Outcome:	Fiction Outcome:	Fiction Outcome:	Fiction Outcome:
Approaching Threat	Fable Narrative	Myth Narrative	Twisted Narrative	Refugee Narrative	Invention Narrative
Narrative					
Non-fiction Outcome	Non-fiction Outcome:	Non-fiction	Non-fiction Outcome:	Non-fiction Outcome:	Non-fiction Outcome:
Trap Explanation	Information report	Outcome:	Persuasive letter	Diary	Biography
		'How to' guide to			
		inform			
V2	V2 Farmati f		mar: Word	V2 Farmati f	V2 Farmer! 5
Y3 Formation of nouns	Y3 Formation of nouns	Y3 Formation of	Y3	Y3 Formation of nouns	Y3 Formation of
using a range of	using a range of	nouns using a range	Use of the forms 'a' or	using a range	nouns using a range of
prefixes e.g. im-, un, mis	prefixes e.g. un-, re-	of prefixes e.g. auto-	'an' when next word	of prefixes e.g. auto-	prefixes e.g. auto- inter-
Matana a 19	Harabar C. C. C.	super- anti- undis -	starts with a consonant	super- anti un-	anti-
Using a or an according	Use the forms 'a' or 'an'	mis -im -in	or a vowel	-dis -mis -im -in	Davidson an
to whether the next	according to whether	Use of the forms a or	Word families based on	Use of the forms 'a' or	Develop an
word begins with a	the next word begins with a vowel or a	an when next word	common words showing	'an' according to whether	understanding of word
vowel or consonant	consonant	starts with a	how words are related in	the next word begins	families based on
Y4 Grammatical	Consonant	consonant or a vowel	form and meaning	with a consonant or a	common words,
difference between	Learn how to use ly in	consonant of a vower	Torin and meaning	vowel	showing how words are related in form and
plural and possessive -s	Learn how to use -ly in Standard English to		Adverbs ending in -ly	Vowei	meaning
piuraranu possessive -s	turn adjectives into	Y4 Grammatical	Adverbs ending in -iy	Word families based on	meaning
Verb inflections (we	adverbs (Y2	difference between	Y4	common words showing	Use of the forms 'a' or
were instead of we was)	reinforcement)	plural and possessive	14	how words are related in	'an' when next word
were instead of we wasj	Telinorcement)	-S	Grammatical difference	form and meaning	starts with a consonant
	Y4 Grammatical	J	between plural and	l com and meaning	or a vowel
	difference between		possessive -s	Y4	or a rome.
	plural and possessive -s			Verb inflections (we were	Adverbs ending in -ly
			Develop understanding	instead of we was)	
	Verb inflections (we		of standard English		Y4 Verb inflections (we
	were instead of we was)		forms for verb inflections	Grammatical	were instead of we
	were instead of we wasj		(we were instead of we	difference between	was)]
			was)	plural and possessive -	Wd3/J
				S	
	•	1	ar: Sentence	1	•
Yr 3 Use a wider range	Yr 3 Expressing time,	Yr 3 Use a wider	Yr 3 Expressing time,	Yr 3 Expressing time,	Yr 3 Expressing time,
of conjunctions to	place and cause using	range of conjunctions,	place and cause using	place and cause using	place and cause using
express time, place and	prepositions e.g.	e.g. when, if, because,	conjunctions e.g. (when,	conjunctions e.g. (when,	conjunctions e.g.
cause e.g. when, before,	(before, after, during,	although	before, after, while, so,	before, after, while, so,	(when, before, after,
after, while, so,	in, because of)		because, if, although)	because, if, although)	while, so, because, if,
because, if, although		Expressing time, place			although)
_	Use a wider range of	and cause using	Expressing time, place	Expressing time, place	1
Expressing time, place	conjunctions, e.g.	prepositions e.g.	and cause using	and cause using	Develop understanding
and cause using	when, if, because,	(before, after, during,	prepositions e.g. (before,	prepositions e.g. (before,	by expressing time and
adverbs e.g. then, there,	although	in, because of)	after, during, in, because	after, during, in, because	place using prepositions
soon, after	S	Employed 11 1	of)	of)	e.g. before, after,
220.1, 0.001	Yr 4 Expressing time,	Expressing time, place	the sure of t	Francisco et al.	during, in
Expressing time, place	place and cause using	and cause using	Use expanded noun	Expressing time, place	
and cause using	prepositions (Yr 3 recap)	adverbs e.g. (then,	phrases for	and cause using adverbs	Develop
prepositions e.g.	prepositions (11 5 recap)	next, soon, therefore)	description and	e.g. (then, next, soon,	understanding by
	No m mh mr	Vr 4 November	specification	therefore)	expressing time, place
hotoro during after !-	Noun phrases	Yr 4 Noun phrases	Vr. 4 Noun phrases	Vr 4 Frantod advarbial	and cause using
before, during, after, in	expanded by the	expanded by the	Yr 4 Noun phrases	Yr 4 Fronted adverbials	adverbs then, next,
	and altalance of the control of	addition of modifying	expanded by the	Noun phraces expanded	soon, therefore
Use expanded noun	addition of modifying		addition of modifying	Noun phrases expanded	I
Use expanded noun phrases for description	adjectives, nouns and	adjectives, nouns and	adjectives name and	last Alama and all Allerte and F	Vr 1 Eroptod advadal-1-
Use expanded noun phrases for description and specification (Y2)	, ,	preposition phrases	adjectives, nouns and	by the addition of	Yr 4 Fronted adverbials
Use expanded noun phrases for description and specification (Y2) Learn how to use	adjectives, nouns and		adjectives, nouns and preposition phrases	modifying adjectives,	
Use expanded noun phrases for description and specification (Y2)	adjectives, nouns and	preposition phrases	preposition phrases	modifying adjectives, nouns and preposition	Noun phrases
Use expanded noun phrases for description and specification (Y2) Learn how to use	adjectives, nouns and preposition phrases	preposition phrases	-	modifying adjectives,	Noun phrases expanded by the
Use expanded noun phrases for description and specification (Y2) Learn how to use subordination	adjectives, nouns and preposition phrases	preposition phrases	preposition phrases	modifying adjectives, nouns and preposition	Noun phrases expanded by the addition of modifying
Use expanded noun phrases for description and specification (Y2) Learn how to use subordination	adjectives, nouns and preposition phrases	preposition phrases	preposition phrases	modifying adjectives, nouns and preposition	Noun phrases expanded by the addition of modifying adjectives, nouns and
Use expanded noun phrases for description and specification (Y2) Learn how to use subordination	adjectives, nouns and preposition phrases	preposition phrases	preposition phrases	modifying adjectives, nouns and preposition	Noun phrases expanded by the addition of modifying

Yr 4 Expressing time, place and cause using					
prepositions (Yr 3 recap)					
Noun phrases					
expanded by the					
addition of modifying adjectives, nouns and					
preposition phrases					
Fronted adverbials					
Yr 3 Introduction to	Yr 3 Introduction to	Yr 3 Introduction to	nmar: Text Yr 3 Introduction to	Yr 3 Introduction to	Yr 3 Introduction to
paragraphs as a way to	paragraphs as a way to	paragraphs as a way	paragraphs as a way to	paragraphs as a way to	paragraphs as a way to
group related material	group related material	to group related	group related material	group related material	group related materia
Yr 4 Nouns or pronouns	Present perfect form of		Present perfect form of		Present perfect form o
to aid cohesion and	verbs in contrast to the simple past	Develop understanding of	verbs	Yr 4 Nouns or pronouns to aid cohesion and avoid	verbs
avoid repetition	Silliple past	using the present	Yr 4 Paragraphs to	repetition	Yr 4 Nouns or pronoun
	Yr 4 Paragraphs to	perfect form of verbs	organise ideas around a	Tepedation.	to aid cohesion and
Paragraphs to organise	organise ideas around a	in contrast to the	theme	Paragraphs to organise	avoid repetition
ideas around a theme,	theme, with headings	simple past		ideas around a theme	
with headings and sub headings	and sub headings	Yr 4 Paragraphs to	Use adverbials and conjunctions for cohesion		Paragraphs to organis
neaungs	Nouns or pronouns to	organise ideas around	Conjunctions for conesion		lueas around a dieme
	aid cohesion and avoid	a theme, with			
	repetition	headings and sub- headings			
	Use the present perfect				
	form of verbs in	Nouns or pronouns to			
	contrast to the simple past (Yr 3 recap)	aid cohesion and avoid repetition			
	past (s .e.z.,		r: Punctuation		
Yr 3 Use of capital	Yr 3 Use of capital	Yr 3 Use of capital	Yr 3 Use of capital	Yr 3 Use of capital	Yr 3 Use of capital
letters, full stops,	letters, full stops,	letters, full stops,	letters, full stops,	letters, full stops,	letters, full stops,
question marks and	question marks and	question marks and	question marks and	question marks and	question marks and
exclamation marks to	exclamation marks to	exclamation marks to	exclamation marks to	exclamation marks to	exclamation marks to
demarcate sentences	demarcate sentences	demarcate sentences	demarcate sentences	demarcate sentences	demarcate sentences
Apostrophes to mark	Use of inverted commas	Apostrophes to mark	Inverted commas to	Inverted commas to	Inverted commas to
where letters are	to punctuate direct	singular possession in	punctuate speech	punctuate speech	punctuate speech
missing in spelling (contractions) and to	speech	nouns (Yr 2 recap)	Apostrophes to mark		Commas to separate
mark singular	Commas to separate	Learn how to use	where letters are missing	Yr 4 Inverted commas	items in a list
possession in nouns (Yr	items in a list	commas to separate	in spelling and to mark	and other punctuation to	Nema in a si
2 recap)		items in a list (Y2	singular possession in	indicate direct speech	Apostrophes to mark
	Apostrophes to mark	reinforcement)	nouns (yr 2 recap)		singular possession in
Use commas to	singular possession in	V= 4 A nestrophos for	Yr 4 Inverted commas	Use of a comma after the	nouns
separate items in a list (yr 2 recap)	nouns (Yr 2 recap)	Yr 4 Apostrophes for plural possession	and other punctuation to indicate direct speech	reporting clause and use of end punctuation within	Yr 4 Use of a comma
(yl Z recup)	Yr 4 Apostrophes for	plarai possession	maicate an eet speed.	inverted commas	after the reporting
Yr 4 Use commas after	plural possession	Use commas after	Use of a comma after		clause and use of end
fronted adverbials		fronted adverbials	the reporting clause and	Apostrophes for	punctuation within
Use of a comma after	Use commas after		use of end punctuation	possession (plural nouns)	inverted commas.
the reporting clause and	fronted adverbials		within inverted commas	Use commas after fronted	Use commas after
use of end punctuation	Inverted commas and		Apostrophes for	adverbials	fronted adverbials
within inverted commas	other punctuation to		possession (plural nouns)		
	indicate direct speech		Use commas after		

Yr 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas Yr4 determiner, pronoun, possessive pronoun, adverbial

Α	В	С	ion Overview Year 5,	E	F
		Vehicl	e Texts		
Autumn Unit 5A	Autumn 2 Unit 5B	Spring 2 Unit 6C The Hound of the	Spring 2 Unit 6D	Summer 1 Year 6E	Summer 2 Unit 6F
Curiosity-The Story of a Mars Rover by Markus Motum	FArTHER by Grahame Baker Smith	Baskervilles (Graphic Novel) by Daniel Ferran & Oxford Children's Classics	The Ways of the Wolf by Simriti Halls	Journey by William Grill	Sands by Levi Pinfold
		Writing Outcome	& Writing Purpose		
Fiction Outcome: TBC	Fiction Outcome:	Fiction Outcome:	Fiction Outcome:	Fiction Outcome:	Fiction Outcome:
on unit release	Setting Narrative	Cliffhanger Narrative	Documentary Narrative	Endurance Narrative	First person Narrative
Non-fiction Outcome:	Non-fiction Outcome:	Non-fiction Outcome:	Non-fiction	Non-fiction Outcome:	Non-fiction Outcome
TBC on unit release	Letter to inform	Formal report	Outcomes: Balanced Argument	Biography to recount	Warning Letter
		Gramm	ar: Word		
ys Develop understanding and use of verb prefixes Yr 6 Recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Develop understanding of how words are related by meaning as synonyms and antonyms	Y5 Develop understanding of the use of verb prefixes Y6 Understand how words are related by meaning as synonyms and antonyms Converting nouns or adjectives into verbs using suffixes (Year 5 recap) e.g.: - ate (captivate), -en (widen), -ify (intensify), -ise (hypnotise)	Y5 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 Y6 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices Develop understanding of how words are related by meaning as synonyms and antonyms	YS Use of verb prefixes e.g. mis-, de- dis-, re Y6 Develop understanding and recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Understand how words are related by meaning as synonyms and antonyms	YS Converting nouns or adjectives into verbs using suffixes e.g.: - ate (captivate), -en (widen), -ify (intensify), -ise (hypnotise) Verb prefixes re-, dis-, Y6 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 Converting nouns or adjectives into verbs using suffixes e.g.: - ate (captivate), -en (widen) -ify (intensify), -ise (hypnotise) Y6 Develop understanding of how words are related by meaning as synonyms and antonyms Develop understanding and recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing
Y5 Develop understanding of expanded noun phrases	Y5 Indicate degrees of possibility using modal verbs	Y 5 Relative clauses beginning with who, which, where, when,	Y5 Indicate degrees of possibility using modal verbs and adverbs	Y5 Indicating degrees of possibility using adverbs	Y 5 Develop understanding and use of relative clauses
to convey complicated information concisely	Develop understanding of expanded noun	whose, that or an omitted relative pronoun	Relative clauses	Indicating degrees of possibility using modal verbs	beginning with who, which, where, when, whose, that, or an
Develop understanding and use of modal verbs to indicate degrees of	phrases to convey complicated information concisely	Y6 The difference between structures	beginning with who, which, where, when, whose, that or an	Relative clauses beginning with who,	omitted relative pronoun
Develop understanding and	Use fronted adverbials (Yr 4 recap)	typical of informal speech and structures appropriate to formal	omitted relative pronoun	which, where, when, whose, that or an omitted relative pronoun	Develop understanding of expanded noun phrases to convey complicated
use of relative clauses beginning with who, which, where, when, whose, that, or	Y6 Using expanded noun phrases to convey complicated	Use expanded noun phrases to convey complicated information	Y6 Using expanded noun phrases to convey complicated information	Y6Using expanded noun phrases to convey	information concisely Y6Develop

an omitted relative pronoun Y6 The difference between structures of formal and informal speech Develop understanding of the passive to affect the presentation of information in a sentence. Indicate degrees of possibility using adverbs. (Yr 5 recap)	information concisely The difference between structures typical of informal speech and structures appropriate to formal	concisely Develop understanding and recognise the use of subjunctive forms in some very formal writing and speech	concisely 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 Develop understanding and recognise the use of subjunctive forms in some very formal writing and speech	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	understanding and recognise the use of subjunctive forms in some very formal writing and speech Understand the difference between structures typical of informal speech and structures appropriate to formal
			nar: Text		
Y5 Develop understanding in using devices to build cohesion within a paragraph Y6 Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms	Y5 Develop understanding in using devices to build cohesion within a paragraph Y6 Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms	Y5 Develop understanding in using devices to build cohesion within a paragraph Y6 Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms	Y5 Use a range of devices to build cohesion within a paragraph. Use a range of sentence types for impact and cohesion Y6 Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms	Yr5 Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion within a paragraph. Y6 Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms Using headings and subheadings to organise information	Y5 Develop understanding in using devices to build cohesion within a paragraph Y6 Linking ideas within and across paragraphs, using a wider range of cohesive devices
		Grammar:	Punctuation		
Y5 Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4 recap) Indicate grammatical features by using commas after fronted adverbials (Y4 recap) Indicate grammatical features using dashes to indicate parenthesis Indicate grammatical features using brackets to indicate parenthesis Indicate grammatical features using brackets to indicate parenthesis Indicate grammatical features using semicolons within lists Y6 Indicate grammatical features using semicolons within lists	Y5 Use commas after fronted adverbials (Y4 recap) Use commas, brackets and dashes for parenthesis Y6 Use commas, brackets and dashes for parenthesis Use range of punctuation precisely to enhance meaning (through editing) Punctuation of bullet points (when modelling planning) Indicate grammatical features using the semicolon to mark the boundary between independent clauses	Y5 Use commas for parenthesis Use commas to clarify meaning and avoid ambiguity Indicate grammatical features using brackets to indicate parenthesis (Year 5 recap) Use range of punctuation precisely to enhance meaning Use colons to introduce an important point Y6 Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Indicate grammatical features using the dash	Y5 Use commas to clarify meaning and avoid ambiguity Indicate grammatical features using commas to indicate parenthesis Y6 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	Y5 Use commas to clarify meaning and avoid ambiguity Indicate parenthesis using brackets Y6 Use semi-colons and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity (Yr5 recap)	Y5 Indicate grammatical features using commas to clarify meaning or avoid ambiguity Indicate parenthesis using brackets Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4 recap) Y6 Indicate grammatical features by using hyphens which can be used to avoid ambiguity Indicate grammatical features using the semi-colon, colon and dash to mark the boundary between independent clauses

commas to indicate	Indicate grammatical	to mark the boundary					
parenthesis (Year 5 features by using between independent							
ecap) hyphens to avoid clauses							
ambiguity							
Indicate grammatical	Indicate grammatical Use commas to clarify						
features using the colon		meaning and avoid					
to introduce a list	o introduce a list ambiguity (Y5 recap)						
	Indicate grammatical						
	features using brackets						
to indicate parenthesis							
		(Year 5 recap)					
Terminology for Pupils							
Yr 5 modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity							
					у		
	Yr 6 subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet						
points							