



Mixed Age
Progression Overview
Cycle A



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Ready Steady Write Progression Overview Year 1/2 Cycle A					
A	B	C	D	E	F
Vehicle Texts					
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
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
Grammar: Word					
Y1 Regular plural noun suffixes -s or -es How the prefix un- changes 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.g. -ness, -er Formation of adjectives using suffixes e.g. -ful, -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
Grammar: 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

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Grammar: Text					
Yr 1 Sequencing sentences to form short narratives	Yr 1 Sequencing sentences to form short narratives	Yr 1 Sequencing sentences to form short narratives	Yr 1 Sequencing sentences to form short narratives	Yr 1 Sequencing sentences to form short narratives	Yr 1 Sequencing sentences to form short narratives
Yr 2 Correct choice and consistent use of past and present tense throughout writing	Yr 2 Correct choice and consistent use of past and present tense throughout writing	Yr 2 Correct choice and consistent use of past and present tense throughout writing	Yr 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	Yr 2 Correct choice and consistent use of past and present tense throughout writing	Yr 2 Correct choice and consistent use of past and present tense throughout writing
Grammar: Punctuation					
Yr 1 Separation of words with spaces	Yr 1 Separation of words with spaces	Yr 1 Separation of words with spaces	Yr 1 Separation of words with spaces	Yr 1 Separation of words with spaces	Yr 1 Separation of words with spaces
Capital letters for names, places, days of the week and personal pronoun I.	Capital letters and full stops	Capital letters and full stops	Capital letters for names, places, days of the week and personal pronoun I.	Capital letters for names, places, days of the week and personal pronoun I	Capital letters and full stops
Use of full Stops to demarcate sentences.	Yr 2 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Question marks to demarcate sentences	Full stops to demarcate sentences.	Full stops to demarcate sentences	Question marks
Yr 2 Use of capital letters, full stops and question marks to demarcate sentences	Use apostrophes to mark where letters are missing in spelling (contractions)	Exclamation marks to demarcate sentences	Question marks to demarcate sentences	Question marks to demarcate sentences.	Exclamation marks
Use apostrophes to mark singular possession in nouns.	Use apostrophes to mark singular possession in nouns.	Yr 2 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Exclamation marks to demarcate sentences.	Yr 2 Use of capital letters, full stops and question marks to demarcate sentences	Yr 2 Use of capital letters, full stops and question marks to demarcate sentences
	Commas to separate items in a list	Commas to separate items in a list	Yr 2 Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences	Apostrophes to mark where letters are missing in spellings (contractions)	Apostrophes to mark singular possession in nouns
	Use apostrophes to mark where letters are missing in spelling (contractions)	Use apostrophes to mark where letters are missing in spelling (contractions)	Apostrophes to mark singular possession in nouns	Commas to separate items in a list	Commas to separate items in a list
Terminology for Pupils					
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, comma					

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Ready Steady Write Progression Overview Year 3/ 4 Cycle A					
A	B	C	D	E	F
Vehicle Texts					
Autumn 1 Unit 3A The Iron Man by Ted Hughes (Chris Mould edition)	Autumn 2 Unit 3B Fox by Margaret Wild	Spring 1 Unit 4C Arthur and the Golden Rope by Joe Todd Santon	Spring 2 Unit 3D The Lost Happy Endings by Carol Ann Duffy	Summer 1 Unit 4E The Journey by Francesca Sanna	Summer 1 Unit 4F Manfish by Jennifer Berne
Writing Outcome & Writing Purpose					
Fiction Outcome: Approaching Threat Narrative	Fiction Outcome: Fable Narrative	Fiction Outcome: Myth Narrative	Fiction Outcome: Twisted Narrative	Fiction Outcome: Refugee Narrative	Fiction Outcome: Invention Narrative
Non-fiction Outcome Trap Explanation	Non-fiction Outcome: Information report	Non-fiction Outcome: 'How to...' guide to inform	Non-fiction Outcome: Persuasive letter	Non-fiction Outcome: Diary	Non-fiction Outcome: Biography
Grammar: Word					
Y3 Formation of nouns using a range of prefixes e.g. im-, un, mis Using a or an according to whether the next word begins with a vowel or consonant Y4 Grammatical difference between plural and possessive -s Verb inflections (we were instead of we was)	Y3 Formation of nouns using a range of prefixes e.g. un-, re- Use the forms 'a' or 'an' according to whether the next word begins with a vowel or a consonant Learn how to use -ly in Standard English to turn adjectives into adverbs (Y2 reinforcement) Y4 Grammatical difference between plural and possessive -s Verb inflections (we were instead of we was)	Y3 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 Y4 Grammatical difference between plural and possessive -s	Y3 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 Adverbs ending in -ly Y4 Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Y3 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' according to whether the next word begins with a consonant or a vowel Word families based on common words showing how words are related in form and meaning Y4 Verb inflections (we were instead of we was) Grammatical difference between plural and possessive -s	Y3 Formation of nouns using a range of prefixes e.g. auto- inter- anti- Develop an understanding of word families based on common words, showing how words are related in form and meaning Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel Adverbs ending in -ly Y4 Verb inflections (we were instead of we was)]
Grammar: Sentence					
Yr 3 Use a wider range of conjunctions to express time, place and cause e.g. when, before, after, while, so, because, if, although 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 (Y2) Learn how to use subordination (reinforce from Y2)	Yr 3 Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) Use a wider range of conjunctions, e.g. when, if, because, although 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 Use a wider range of conjunctions, e.g. when, if, because, although 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) Yr 4 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Yr 3 Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) Use expanded noun phrases for description and specification Yr 4 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Yr 3 Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Yr 4 Fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Yr 3 Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Develop understanding by expressing time and place using prepositions e.g. before, after, during, in Develop understanding by expressing time, place and cause using adverbs then, next, soon, therefore Yr 4 Fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

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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					
Grammar: Text					
Yr 3 Introduction to paragraphs as a way to group related material	Yr 3 Introduction to paragraphs as a way to group related material	Yr 3 Introduction to paragraphs as a way to group related material	Yr 3 Introduction to paragraphs as a way to group related material	Yr 3 Introduction to paragraphs as a way to group related material	Yr 3 Introduction to paragraphs as a way to group related material
Yr 4 Nouns or pronouns to aid cohesion and avoid repetition	Present perfect form of verbs in contrast to the simple past	Develop understanding of using the present perfect form of verbs in contrast to the simple past	Present perfect form of verbs	Yr 4 Nouns or pronouns to aid cohesion and avoid repetition	Present perfect form of verbs
Paragraphs to organise ideas around a theme, with headings and sub headings	Yr 4 Paragraphs to organise ideas around a theme, with headings and sub headings	Yr 4 Paragraphs to organise ideas around a theme, with headings and sub-headings	Yr 4 Paragraphs to organise ideas around a theme	Paragraphs to organise ideas around a theme	Yr 4 Nouns or pronouns to aid cohesion and avoid repetition
	Nouns or pronouns to aid cohesion and avoid repetition	Nouns or pronouns to aid cohesion and avoid repetition	Use adverbials and conjunctions for cohesion		Paragraphs to organise ideas around a theme
	Use the present perfect form of verbs in contrast to the simple past (Yr 3 recap)				
Grammar: Punctuation					
Yr 3 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Yr 3 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Yr 3 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Yr 3 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Yr 3 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Yr 3 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Apostrophes to mark where letters are missing in spelling (contractions) and to mark singular possession in nouns (Yr 2 recap)	Use of inverted commas to punctuate direct speech	Apostrophes to mark singular possession in nouns (Yr 2 recap)	Inverted commas to punctuate speech	Inverted commas to punctuate speech	Inverted commas to punctuate speech
Use commas to separate items in a list (Yr 2 recap)	Commas to separate items in a list	Learn how to use commas to separate items in a list (Y2 reinforcement)	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (Yr 2 recap)	Yr 4 Inverted commas and other punctuation to indicate direct speech	Commas to separate items in a list
Yr 4 Use commas after fronted adverbials	Apostrophes to mark singular possession in nouns (Yr 2 recap)	Yr 4 Apostrophes for plural possession	Yr 4 Inverted commas and other punctuation to indicate direct speech	Use of a comma after the reporting clause and use of end punctuation within inverted commas	Apostrophes to mark singular possession in nouns
Use of a comma after the reporting clause and use of end punctuation within inverted commas	Yr 4 Apostrophes for plural possession	Use commas after fronted adverbials	Use of a comma after the reporting clause and use of end punctuation within inverted commas	Apostrophes for possession (plural nouns)	Yr 4 Use of a comma after the reporting clause and use of end punctuation within inverted commas.
	Use commas after fronted adverbials		Apostrophes for possession (plural nouns)	Use commas after fronted adverbials	Use commas after fronted adverbials
	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 Yr4 determiner, pronoun, possessive pronoun, adverbial					

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Ready Steady Write Progression Overview Year 5/6 Cycle A					
A	B	C	D	E	F
Vehicle Texts					
Autumn Unit 5A Curiosity- The Story of a Mars Rover by Markus Motum	Autumn 2 Unit 5B FARThER by Grahame Baker Smith	Spring 2 Unit 6C The Hound of the Baskervilles (Graphic Novel) by Daniel Ferran & Oxford Children's Classics	Spring 2 Unit 6D The Ways of the Wolf by Simriti Halls	Summer 1 Year 6E Journey by William Grill	Summer 2 Unit 6F Sands by Levi Pinfold
Writing Outcome & Writing Purpose					
Fiction Outcome: TBC on unit release	Fiction Outcome: Setting Narrative	Fiction Outcome: Cliffhanger Narrative	Fiction Outcome: Documentary Narrative	Fiction Outcome: Endurance Narrative	Fiction Outcome: First person Narrative
Non-fiction Outcome: TBC on unit release	Non-fiction Outcome: Letter to inform	Non-fiction Outcome: Formal report	Non-fiction Outcomes: Balanced Argument	Non-fiction Outcome: Biography to recount	Non-fiction Outcome: Warning Letter
Grammar: Word					
Y5 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	Y5 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	Y5 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
Grammar: Sentence					
Y5 Develop understanding of expanded noun phrases to convey complicated information concisely Develop understanding and use of modal verbs to indicate degrees of possibility Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or	Y5 Indicate degrees of possibility using modal verbs Develop understanding of expanded noun phrases to convey complicated information concisely Use fronted adverbials (Yr 4 recap) Y6 Using expanded noun phrases to convey complicated	Y 5 Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Y6 The difference between structures typical of informal speech and structures appropriate to formal Use expanded noun phrases to convey complicated information	Y5 Indicate degrees of possibility using modal verbs and adverbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Y6 Using expanded noun phrases to convey complicated information	Y5 Indicating degrees of possibility using adverbs Indicating degrees of possibility using modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Y6 Using expanded noun phrases to convey	Y 5 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 Y6 Develop

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

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