



Mixed Age Progression Overview Cycle B



Mixed Age Progression Overview Cycle B

Ready Steady Write Progression Overview Year 1/2 Cycle B					
A	B	C	D	E	F
Vehicle Texts					
Autumn 1 Unit 1A The Girl at the front of the class (3 week) Wolf and Bear (3 week)	Autumn 2 Unit 1B The Boy with flowers in his hair (3 week) The queen next door (3 week)	Spring 1 Unit 1C Cloud Boy (3 week) Whirly Twirly me (3 week)	Spring 2 Unit 2D Bloom (3 week) Grandad's Camper (3 week)	Summer 1 Unit 2E Jack and the Baked Beanstalk (6 week)	Summer 2 Unit 2F Tidy (3 week) Sportopedia (3 week)
Fiction Outcome: TBC on unit release	Fiction Outcome: TBC on unit release	Fiction Outcome: Feelings narrative (WTme)	Fiction Outcome: TBC on unit release	Fiction Outcome: Twisted Tale	Fiction Outcome: Environment narrative (Tidy)
Non-fiction Outcome: TBC on unit release	Non-fiction Outcome: TBC on unit release	Non-fiction Outcome: TBC on unit release	Non-fiction Outcome: TBC on unit release	Non-fiction Outcome: Persuasive letter	Non-fiction Outcome: Olympic sports guide
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	Y1 Suffixes can be added to verbs where no change is needed in the root word, -ing, -ed, -er. Plural noun suffixes -s/ -es and the effects on the noun. 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 Learn how to form nouns by compounding	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					
Y1 Combining words to make sentences Joining words and clauses using 'and' Y2 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	Y1 Combining words to make sentences Joining words and clauses using 'and' Y2 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	Y1 Combining words to make sentences Joining words and clauses using 'and' Y2 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	Y1 Combining words to make sentences Joining words and clauses using 'and' Y2 Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and exclamation	Y1 Combining words to make sentences Joining words and clauses using 'and' Y2 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	Y1 Combining words to make sentences Joining words and clauses using and, because, but and so Y2 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					
Y1 Sequencing sentences to form short narratives Y2 Correct choice and consistent use of past and present tense throughout writing	Y1 Sequencing sentences to form short narratives Y2 Correct choice and consistent use of past and present tense throughout writing	Y1 Sequencing sentences to form short narratives Y2 Correct choice and consistent use of past and present tense throughout writing	Y1 Sequencing sentences to form short narratives Y2 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	Y1 Sequencing sentences to form short narratives Y2 Correct choice and consistent use of past and present tense throughout writing	Y1 Sequencing sentences to form short narratives Y2 Correct choice and consistent use of past and present tense throughout writing
Grammar: Punctuation					
Y1 Separation of words with spaces Capital letters for names, places, days of the week and personal pronoun I. Use of full Stops to demarcate sentences. Y2 Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns.	Y1 Separation of words with spaces Capital letters and full stops Y2 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Use apostrophes to mark where letters are missing in spelling (contractions) Use apostrophes to mark singular possession in nouns.	Y1 Separation of words with spaces Capital letters and full stops Question marks to demarcate sentences Exclamation marks to demarcate sentences Y2 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Use apostrophes to mark where letters are missing in spelling (contractions)	Y1 Separation of words with spaces Capital letters for names, places, days of the week and personal pronoun I. Full stops to demarcate sentences. Question marks to demarcate sentences Exclamation marks to demarcate sentences. Y2 Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences Apostrophes to mark singular possession in nouns	Y1 Separation of words with spaces Capital letters for names, places, days of the week and personal pronoun I Full stops to demarcate sentences Question marks to demarcate sentences. Y2 Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark where letters are missing in spellings (contractions)	Y1 Separation of words with spaces Capital letters and full stops Question marks Exclamation marks Y2 Use of capital letters, full stops and question marks to demarcate sentences 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 B					
A	B	C	D	E	F
Vehicle Texts					
Autumn 1 Unit 3A Ocean meets sky (3 week) Hortense and the Shadow (3 week)	Autumn 2 Unit 3B The Forgettery (3 week) The search for the Giant Arctic Jellyfish (3 week)	Spring 1 Unit 3C The Worry Tiger (3 week) Starbird (3 week)	Spring 2 Unit 4D The Great Kapok Tree (3 week) The Tempest (3 week)	Summer 1 Unit 4E Our Tower (3 week) Flotsam (3 week)	Summer 2 Unit 4F The secret Sky Garden by Linda Sarah (3 week) The Corinthian Girl (3 week)
Writing Outcome & Writing Purpose					
Fiction Outcome: TBC on unit release	Fiction Outcome: TBC on unit release	Fiction Outcome: Calmness guide (WT)	Fiction Outcome: Summoning Narrative (T)	Fiction Outcome: TBC on unit release	Fiction Outcome: Transformation Narrative (SG) Success Narrative (CG)
Non-fiction Outcome: TBC on unit release	Non-fiction Outcome: TBC on unit release	Non-fiction Outcome: TBC on unit release	Non-fiction Outcome: Persuasive letter (KT)	Non-fiction Outcome: TBC on unit release	
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 Use of the forms a or an when next word starts with a consonant or a vowel Yr 4 Grammatical difference between plural and possessive -s	Y3 Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel 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 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 Formation of nouns using a range of prefixes e.g. auto-super- anti un-dis -mis -im -in 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)] Grammatical difference between plural and possessive -s
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	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	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 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 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 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

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<p>specification (Y2 recap) Learn how to use subordination (reinforce from Y2) Yr 4 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p>	<p>modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p>	<p>Yr 4 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p>	<p>Yr 4 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p>	<p>Yr 4 Fronted adverbials</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>Yr 4 Fronted adverbials</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>
Grammar: Text					
<p>Yr 3 Introduction to paragraphs as a way to group related material</p> <p>Yr 4 Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme, with headings and sub headings</p> <p>Use the present perfect form of verbs in contrast to the simple past (Yr 3 recap)</p>	<p>Y3 Present perfect form of verbs in contrast to the simple past</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Yr 4 Paragraphs to organise ideas around a theme, with headings and sub headings</p> <p>Nouns or pronouns to aid cohesion and avoid repetition</p>	<p>Y3 Introduction to paragraphs as a way to group related material</p> <p>Develop understanding of using the present perfect form of verbs in contrast to the simple past</p> <p>Yr 4 Paragraphs to organise ideas around a theme, with headings and sub-headings</p> <p>Nouns or pronouns to aid cohesion and avoid repetition</p>	<p>Y3 Introduction to paragraphs as a way to group related material</p> <p>Present perfect form of verbs</p> <p>Yr 4 Paragraphs to organise ideas around a theme</p> <p>Use adverbials and conjunctions for cohesion</p> <p>Appropriate choice of noun with and across sentences to aid cohesion and avoid repetition.</p>	<p>Y3 Introduction to paragraphs as a way to group related material</p> <p>Yr 4 Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme</p>	<p>Y3 Introduction to paragraphs as a way to group related material</p> <p>Present perfect form of verbs</p> <p>Yr 4 Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme</p>
Grammar: Punctuation					
<p>Yr 3 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling (contractions) and to mark singular possession in nouns (Yr 2 recap)</p> <p>Use commas to separate items in a list (yr 2 recap)</p> <p>Yr 4 Use commas after fronted adverbials</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas</p>	<p>Y3 Use of inverted commas to punctuate direct speech</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark singular possession in nouns (Yr 2 recap)</p> <p>Yr 4 Apostrophes for plural possession</p> <p>Use commas after fronted adverbials</p> <p>Inverted commas and other punctuation to indicate direct speech</p>	<p>Y3 Apostrophes to mark singular possession in nouns (Yr 2 recap)</p> <p>Learn how to use commas to separate items in a list (Y2 reinforcement)</p> <p>Yr 4 Apostrophes for plural possession</p> <p>Use commas after fronted adverbials</p>	<p>Y3 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Inverted commas to punctuate speech</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p> <p>Yr 4 Inverted commas and other punctuation to indicate direct speech</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas</p> <p>Apostrophes for possession (plural nouns)</p> <p>Use commas after fronted adverbials</p>	<p>Y3 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Inverted commas to punctuate speech</p> <p>Yr 4 Inverted commas and other punctuation to indicate direct speech</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas</p> <p>Apostrophes for possession (plural nouns)</p> <p>Use commas after fronted adverbials</p>	<p>Y3 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Inverted commas to punctuate speech</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark singular possession in nouns</p> <p>Yr 4 Use of a comma after the reporting clause and use of end punctuation within inverted commas.</p> <p>Use commas after fronted adverbials</p>
Terminology for Pupils					
<p>Yr 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p> <p>Yr4 determiner, pronoun, possessive pronoun, adverbial</p>					

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Ready Steady Write Progression Overview Year 5/6 Cycle B					
A	B	C	D	E	F
Vehicle Texts					
Autumn 1 Unit 5A The Midnight Fair (3 week) I go Quiet (3 week)	Autumn 2 Unit 5B The Long Thing (3 week) The New Girl (3 week)	Spring 1 Unit 5C A Shelter for Sadness (3 week) Milo Imagines the World (3 week)	Spring 2 Unit 6D Rise Up (3 week) Romeo and Juliet (3 week)	Summer 1 Unit 6E The Invisible Story (3 week) The Mysteries of Harris Burdick (3 week)	Summer 2 Unit 6F Varmints by Helen Ward (3 week) Stories for Boys and Rebel girls (3 week)
Fiction Outcome: TBC on unit release	Fiction Outcome: TBC on unit release	Fiction Outcome: Embracing emotions Narrative (SS)	Fiction Outcome: Diary (RJ)	Fiction Outcome: TBC on unit release	Fiction Outcome: Environmental change narrative
Non-fiction Outcome: TBC on unit release	Non-fiction Outcome: TBC on unit release	Non-fiction Outcome: TBC on unit release	Non-fiction Outcome: Newspaper report (RU)	Non-fiction Outcome: TBC on unit release	Non-fiction Outcome: Daily Blog
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	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 an omitted relative	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 information	Y5 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 concisely	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 concisely	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 complicated information	Y5 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

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<p>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>concisely</p> <p>The difference between structures typical of informal speech and structures appropriate to formal</p>	<p>Develop understanding and recognise the use of subjunctive forms in some very formal writing and speech</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>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>verbs</p> <p>Yr 6 Develop understanding and recognize the use of subjunctive forms in some very formal speech and writing.</p> <p>Understand the difference between structures typical of informal speech and structures appropriate to formal</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>Using expanded noun phrases to convey complicated information concisely</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>Y5 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>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</p> <p>Accurate tense choices throughout the writing</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>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>Y5 Use commas for parenthesis</p> <p>Use commas to clarify meaning and avoid ambiguity</p> <p>Use colons to introduce a list</p> <p>Y6 Indicate grammatical features using the semi-colon to mark the boundary between independent clauses</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</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</p>

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<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 commas to indicate parenthesis (Year 5 recap)</p> <p>Indicate grammatical features using the colon to introduce a list</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>Indicate grammatical features by using hyphens to avoid ambiguity</p>	<p>Indicate grammatical features using the dash to mark the boundary between independent clauses</p> <p>Use commas to clarify meaning and avoid ambiguity (Y5 recap)</p>	<p>ambiguity</p> <p>Use semi colons within lists</p>		<p>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> <p>Use commas, brackets and dashes for parenthesis</p> <p>Use range of punctuation precisely to enhance meaning (through editing)</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>					