



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   |  |  |   |  |   |
| <p style="text-align: center;"><b>Autumn 1<br/>Unit 1A</b></p> <p>The Girl at the front of the class (3 week)</p> <p>Wolf and Bear (3 week)</p>   | <p style="text-align: center;"><b>Autumn 2<br/>Unit 1B</b></p> <p>The Boy with flowers in his hair (3 week)</p> <p>The queen next door (3 week)</p>  | <p style="text-align: center;"><b>Spring 1<br/>Unit 1C</b></p> <p>Cloud Boy (3 week)</p> <p>Whirly Twirly me (3 week)</p>  | <p style="text-align: center;"><b>Spring 2 Unit<br/>2D</b></p> <p>Bloom (3 week)</p> <p>Grandad's Camper (3 week)</p>   | <p style="text-align: center;"><b>Summer 1<br/>Unit 2E</b></p> <p>Jack and the Baked Beanstalk (6 week)</p>  | <p style="text-align: center;"><b>Summer 2<br/>Unit 2F Tidy</b></p> <p>(3 week)</p> <p>Sportopedia (3 week)</p>   |
| <p><b>Fiction Outcome:</b> TBC on unit release</p>  | <p><b>Fiction Outcome:</b> TBC on unit release</p>   | <p><b>Fiction Outcome:</b> Feelings narrative (WTme)</p>   | <p><b>Fiction Outcome:</b> TBC on unit release</p>  | <p><b>Fiction Outcome:</b> Twisted Tale</p>  | <p><b>Fiction Outcome:</b> Environment narrative (Tidy)</p>   |
| <p><b>Non-fiction Outcome:</b> TBC on unit release</p>  | <p><b>Non-fiction Outcome:</b> TBC on unit release</p>   | <p><b>Non-fiction Outcome:</b> TBC on unit release</p>   | <p><b>Non-fiction Outcome:</b> TBC on unit release</p>  | <p><b>Non-fiction Outcome:</b> Persuasive letter</p>   | <p><b>Non-fiction Outcome:</b> Olympic sports guide</p>   |
| Grammar: Word   |  |  |   |  |   |
| <p>Y1 Regular plural noun suffixes -s or -es</p> <p>How the prefix un- changes the meaning of verbs and adjectives</p> <p>Y2 Use the suffix -ly to turn adjectives into adverbs</p> <p>Use of the suffix -er and -est in adjectives</p>   | <p>Y1 Suffixes can be added to verbs where no change is needed in the root word, -ing, -ed, -er.</p> <p>Plural noun suffixes -s/-es and the effects on the noun.</p> <p>Y2 Reinforce use of the suffix -ly to turn adjectives into adverbs</p> <p>Formation of adjectives using suffix -ful, -less.</p>    | <p>Y1 Reinforce plural noun suffix -s -es</p> <p>How prefix un- changes the meaning of verbs and adjectives</p> <p>Adding suffixes -er and -est to adjectives</p> <p>Y2 Formation of adjectives using suffixes -ful -less</p> <p>Use of the suffixes -er &amp; -est in adjectives</p> <p>Use of the suffix -ly to turn adjectives into adverbs</p> | <p>Y1 Suffixes can be added to verbs where no change is needed in the root word, -ing, -ed, -er.</p> <p>Recap plural noun suffix -s and -es</p> <p>Adding the suffix -est and -er to adjectives</p> <p>Y2 Use of the suffixes -er &amp; -est in adjectives</p> <p>Use of the suffix -ly to turn adjectives into adverbs</p> | <p>Y1 Plural noun suffix -s -es</p> <p>How un- prefix changes the meaning of verbs and adjectives</p> <p>Adding the suffix -ing, -ed and -er to verbs</p> <p>Adding the suffix -est and -er to Adjectives</p> <p>Y2 Formation of nouns using suffixes e.g. -ness, -er</p> <p>Learn how to form nouns by compounding</p>                                      | <p>Y1 Adding the suffix -er and est to adjectives</p> <p>Adding the suffixes -ing and -ed to verbs</p> <p>How un- prefix changes the meaning of verbs and adjectives</p> <p>Y2 Formation of nouns by compounding</p> <p>Use of the suffixes -er &amp; -est in adjectives</p> <p>Use of the suffix -ly to turn adjectives into adverbs</p>                             |
| Grammar: Sentence   |  |  |   |  |   |
| <p>Y1 Combining words to make sentences</p> <p>Joining words and clauses using 'and'</p> <p>Y2 Expanded noun phrases for description and specification</p> <p>Subordination (using when, if, that, because) Co-ordination (or, and, but, so)</p> <p>How the grammatical patterns in a sentence indicates its function as a statement and question</p> | <p>Y1 Combining words to make sentences</p> <p>Joining words and clauses using 'and'</p> <p>Y2 Expanded noun phrases for description and specification</p> <p>Co-ordination (or, and, but, so)</p> <p>How the grammatical patterns in a sentence indicates its function as an exclamation and question</p> | <p>Y1 Combining words to make sentences</p> <p>Joining words and clauses using -'and'</p> <p>Y2 Expanded noun phrases for description and specification</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but, so)</p> <p>How the grammatical patterns in a sentence indicates its function as a command</p>     | <p>Y1 Combining words to make sentences</p> <p>Joining words and clauses using 'and'</p> <p>Y2 Expanded noun phrases for description and specification</p> <p>How the grammatical patterns in a sentence indicates its function as a question and exclamation</p>   | <p>Y1 Combining words to make sentences</p> <p>Joining words and clauses using 'and'</p> <p>Y2 Expanded noun phrases for description and specification</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but, so)</p> <p>How the grammatical patterns in a sentence indicates its function as a question and statement</p> | <p>Y1 Combining words to make sentences</p> <p>Joining words and clauses using and, because, but and so</p> <p>Y2 Expanded Noun Phrases for description and specification</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but, so)</p> <p>How the grammatical patterns in a sentence indicates its function as an exclamation</p> |

## Mixed Age Progression Overview Cycle B

| Grammar: Text   |  |  |  |  |   |
|---|--|--|--|--|---|
| <p>Y1 Sequencing sentences to form short narratives</p> <p>Y2 Correct choice and consistent use of past and present tense throughout writing</p>  | <p>Y1 Sequencing sentences to form short narratives</p> <p>Y2 Correct choice and consistent use of past and present tense throughout writing</p>   | <p>Y1 Sequencing sentences to form short narratives</p> <p>Y2 Correct choice and consistent use of past and present tense throughout writing</p>   | <p>Y1 Sequencing sentences to form short narratives</p> <p>Y2 Correct choice and consistent use of past and present tense throughout writing</p> <p>Learn how to use the progressive form of verbs in the present and past tense to mark actions in progress</p>   | <p>Y1 Sequencing sentences to form short narratives</p> <p>Y2 Correct choice and consistent use of past and present tense throughout writing</p>   | <p>Y1 Sequencing sentences to form short narratives</p> <p>Y2 Correct choice and consistent use of past and present tense throughout writing</p>  |
| Grammar: Punctuation  |  |  |  |  |   |
| <p>Y1 Separation of words with spaces</p> <p>Capital letters for names, places, days of the week and personal pronoun I.</p> <p>Use of full Stops to demarcate sentences.</p> <p>Y2 Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Use apostrophes to mark singular possession in nouns.</p> | <p>Y1 Separation of words with spaces</p> <p>Capital letters and full stops</p> <p>Y2 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use apostrophes to mark where letters are missing in spelling (contractions)</p> <p>Use apostrophes to mark singular possession in nouns.</p> | <p>Y1 Separation of words with spaces</p> <p>Capital letters and full stops</p> <p>Question marks to demarcate sentences</p> <p>Exclamation marks to demarcate sentences</p> <p>Y2 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling (contractions)</p> | <p>Y1 Separation of words with spaces</p> <p>Capital letters for names, places, days of the week and personal pronoun I.</p> <p>Full stops to demarcate sentences.</p> <p>Question marks to demarcate sentences</p> <p>Exclamation marks to demarcate sentences.</p> <p>Y2 Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences</p> <p>Apostrophes to mark singular possession in nouns</p> | <p>Y1 Separation of words with spaces</p> <p>Capital letters for names, places, days of the week and personal pronoun I</p> <p>Full stops to demarcate sentences</p> <p>Question marks to demarcate sentences.</p> <p>Y2 Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spellings (contractions)</p> | <p>Y1 Separation of words with spaces</p> <p>Capital letters and full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Y2 Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Commas to separate items in a list</p> |
| Terminology for Pupils  |  |  |  |  |   |
| <p>Yr 1 letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation</p> <p>Yr 2 noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma</p>   |  |  |  |  |   |

## Mixed Age Progression Overview Cycle B

| Ready Steady Write Progression Overview Year 3/ 4 Cycle B   |   |   |  |  |   |
|---|---|---|--|--|---|
| A   | B   | C   | D  | E  | F   |
| Vehicle Texts   |   |   |  |  |   |
| <b>Autumn 1<br/>Unit 3A</b>   | <b>Autumn 2<br/>Unit 3B</b>   | <b>Spring 1<br/>Unit 3C</b>   | <b>Spring 2<br/>Unit 4D</b>  | <b>Summer 1<br/>Unit 4E</b>  | <b>Summer 2<br/>Unit 4F</b>   |
| Hortense and the Shadow (3 week)<br><br>Ocean meets sky (3 week)  | The Forgettery (3 week)<br><br>The search for the Giant Arctic Jellyfish (3 week)   | The Worry Tiger (3 week)<br><br>Starbird (3 week)   | The Great Kapok Tree (3 week)<br><br>The Tempest (3 week)  | Our Tower (3 week)<br><br>Flotsam (3 week)   | Manfish   |
| Writing Outcome & Writing Purpose   |   |   |  |  |   |
| <b>Fiction Outcome:</b><br>TBC on unit release  | <b>Fiction Outcome:</b> TBC on unit release   | <b>Fiction Outcome:</b><br>Calmness guide (WT)  | <b>Fiction Outcome:</b><br>Summoning Narrative (T)   | <b>Fiction Outcome:</b> TBC on unit release  | <b>Fiction Outcome:</b><br>Invention narrative  |
| <b>Non-fiction Outcome:</b><br>TBC on unit release  | <b>Non-fiction Outcome:</b> TBC on unit release   | <b>Non-fiction Outcome:</b> TBC on unit release   | <b>Non-fiction Outcome:</b> Persuasive letter (KT)   | <b>Non-fiction Outcome:</b> TBC on unit release  | <b>Non-fiction Outcome:</b><br>Biography  |
| Grammar: Word   |   |   |  |  |   |
| Y3 Formation of nouns using a range of prefixes e.g. im-, un, mis<br><br>Using a or an according to whether the next word begins with a vowel or consonant<br><br>Y4 Grammatical difference between plural and possessive -s<br><br>Verb inflections (we were instead of we was)  | Y3 Formation of nouns using a range of prefixes e.g. un-, re-<br><br>Use the forms 'a' or 'an' according to whether the next word begins with a vowel or a consonant<br><br>Learn how to use -ly in Standard English to turn adjectives into adverbs (Y2 reinforcement)<br><br>Y4 Grammatical difference between plural and possessive -s<br><br>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<br><br>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<br>Adverbs ending in -ly<br><br>Y4<br>Grammatical difference between plural and possessive -s<br><br>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<br><br>Word families based on common words showing how words are related in form and meaning<br><br>Formation of nouns using a range of prefixes e.g. auto- super- anti un- -dis -mis -im -in<br><br>Y4<br>Verb inflections (we were instead of we was)<br><br>Grammatical difference between plural and possessive -s | Y3 Formation of nouns using a range of prefixes e.g. auto- inter- anti-<br><br>Develop an understanding of word families based on common words, showing how words are related in form and meaning<br><br>Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel<br><br>Adverbs ending in -ly<br><br>Y4 Verb inflections (we were instead of we was)]<br><br>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<br><br>Expressing time, place and cause using adverbs e.g. then, there, soon, after<br><br>Expressing time, place and cause using prepositions e.g. before, during, after, in<br><br>Use expanded noun phrases for description and | Yr 3 Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)<br><br>Use a wider range of conjunctions, e.g. when, if, because, although<br><br>Yr 4 Expressing time, place and cause using prepositions (Yr 3 recap)<br><br>Noun phrases expanded by the addition of   | Yr 3 Use a wider range of conjunctions, e.g. when, if, because, although<br><br>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)<br>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)<br><br>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)<br><br>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)<br><br>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)<br><br>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)<br><br>Develop understanding by expressing time and place using prepositions e.g. before, after, during, in<br><br>Develop understanding by expressing time, place and cause using adverbs then, next, soon, therefore  |

## Mixed Age Progression Overview Cycle B

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|---|--|--|---|---|--|
| <p>specification (Y2 recap)<br/>Learn how to use subordination (reinforce from Y2)<br/>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>   |
| <b>Grammar: Text</b>  |  |  |   |   |  |
| <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>   |
| <b>Grammar: Punctuation</b>   |  |  |   |   |  |
| <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>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> |
| <b>Terminology for Pupils</b>   |  |  |   |   |  |
| <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>  |  |  |   |   |  |

## Mixed Age Progression Overview Cycle B

| Ready Steady Write Progression Overview Year 5/6 Cycle B  |   |   |   |   |  |
|---|---|---|---|---|--|
| A   | B   | C   | D   | E   | F  |
| Vehicle Texts   |   |   |   |   |  |
| <b>Autumn 1 Unit 5A</b><br>The Midnight Fair (3 week)<br><br>I go Quiet (3 week)  | <b>Autumn 2 Unit 5B</b><br>The Long Thing (3 week)<br><br>The New Girl (3 week)   | <b>Spring 1 Unit 5C</b><br>A Shelter for Sadness (3 week)<br><br>Milo Imagines the World (3 week)   | <b>Spring 2 Unit 6D</b><br>Rise Up (3 week)<br><br>Romeo and Juliet (3 week)  | <b>Summer 1 Unit 6E</b><br>The Invisible Story (3 week)<br><br>The Mysteries of Harris Burdick (3 week)   | <b>Summer 2 Unit 6F</b><br>Varmints by Helen Ward (3 week)<br><br>Stories for Boys and Rebel girls (3 week)  |
| <b>Fiction Outcome:</b> TBC on unit release   | <b>Fiction Outcome:</b> TBC on unit release   | <b>Fiction Outcome:</b> Embracing emotions Narrative (SS)   | <b>Fiction Outcome:</b> Diary (RJ)  | <b>Fiction Outcome:</b> TBC on unit release   | <b>Fiction Outcome:</b> Environmental change narrative   |
| <b>Non-fiction Outcome:</b> TBC on unit release   | <b>Non-fiction Outcome:</b> TBC on unit release   | <b>Non-fiction Outcome:</b> TBC on unit release   | <b>Non-fiction Outcome:</b> Newspaper report (RU)   | <b>Non-fiction Outcome:</b> TBC on unit release   | <b>Non-fiction Outcome:</b> Daily Blog   |
| Grammar: Word   |   |   |   |   |  |
| Y5 Develop understanding and use of verb prefixes<br><br>Yr 6 Recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing<br><br>Develop understanding of how words are related by meaning as synonyms and antonyms                                   | Y5 Develop understanding of the use of verb prefixes<br><br>Y6 Understand how words are related by meaning as synonyms and antonyms<br><br>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<br><br>Develop understanding and use of verb prefixes<br><br>Converting nouns or adjectives into verbs using suffixes<br><br>Y6 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices<br><br>Develop understanding of how words are related by meaning as synonyms and antonyms | Y5 Use of verb prefixes e.g. mis-, de- dis-, re<br><br>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)<br><br>Verb prefixes re-, dis-,<br><br>Y6 Understand how words are related by meaning as synonyms and antonyms<br><br>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)<br><br>Y6 Develop understanding of how words are related by meaning as synonyms and antonyms<br><br>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<br><br>Develop understanding and use of modal verbs to indicate degrees of possibility<br><br>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<br><br>Develop understanding of expanded noun phrases to convey complicated information concisely<br><br>Use fronted adverbials (Yr 4 recap)<br><br>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<br><br>Y6 The difference between structures typical of informal speech and structures appropriate to formal<br><br>Use expanded noun phrases to convey complicated information concisely   | Y5 Indicate degrees of possibility using modal verbs and adverbs<br><br>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun<br><br>Y6 Using expanded noun phrases to convey complicated information concisely | Y5 Indicating degrees of possibility using adverbs<br><br>Indicating degrees of possibility using modal verbs<br><br>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun<br><br>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<br><br>Develop understanding of expanded noun phrases to convey complicated information concisely<br><br>Indicate degrees of possibility using modal  |

## Mixed Age Progression Overview Cycle B

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|---|--|--|---|---|---|
| <p><b>pronoun</b></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><b>concisely</b></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><b>concisely</b></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><b>verbs</b></p> <p>Yr 6 Develop understanding and recognise 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> |
| <b>Grammar: Text</b>  |  |  |   |   |   |
| <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>  |
| <b>Grammar: Punctuation</b>   |  |  |   |   |   |
| <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>  |

## Mixed Age Progression Overview Cycle B

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|---|---|--|--|--|---|
| <p>Indicate grammatical features using brackets to indicate parenthesis 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

Yr 5 modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity  
 Yr 6 subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points