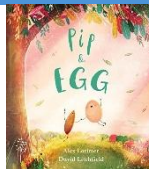
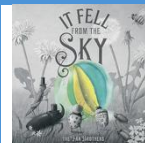


Ready Steady Write Progression Overview Year 3

A		B		C		D		E		F	
Ocean Meets Sky by The Fan Brothers	The Search for the Giant Arctic Jellyfish by Chloe Savage	Fox by Margaret Wild		The Rhythm of the Rain by Grahame Baker-Smith		Pip & Egg by Alex Latimer	It Fell from the Sky by The Fan Brothers	Marcy and the Riddle of the Sphinx by Joe Todd-Stanton		Into the Forest by Anthony Browne	The Secret Elephant by Eilan Rankin
											
Outcome: Dream Adventure Narrative	Outcome: Captain's Daily Log	Outcome: Fable Narrative	Outcome: Information Report	Outcome: Setting Narrative	Outcome: Encodable Information Leaflet	Outcome: Transformation Narrative	Outcome: Complaint Letter	Outcome: Quest Narrative	Outcome: Non-Chronological Report	Outcome: Lost Narrative	Outcome: Diary
Purpose: To narrate	Purpose: To recount	Purpose: To narrate	Purpose: To inform	Purpose: To narrate	Purpose: To inform	Purpose: To narrate	Purpose: To persuade	Purpose: To narrate	Purpose: To inform	Purpose: To narrate	Purpose: To recount
Grammar: Word											
Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto-super- anti- Use of the forms 'a' or 'an'		Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto-super- anti- un--dis-mis-im-in Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel Adverbs ending in-ly		Build on previous units & focus on: Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel		Build on previous units & focus on: Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning		Build on previous units & focus on: Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning		Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto-super- anti- (mis-, in-, dis-, un-) Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	
Grammar: Sentence											
Build on previous year & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Learn how to use subordination (reinforce from Y2) Expressing time, place and cause using adverbs e.g. then, there, soon, after		Build on previous units & focus on: Expressing time, place and cause using prepositions, e.g. before, after, during, in Use a wider range of conjunctions, e.g. when, if, because, although		Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Developing the range of sentences with more than one clause by using a wider range of		Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of Expressing time, place and cause using adverbs e.g. then, next, soon, therefore		Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)		Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Expressing time, place and cause using prepositions e.g. before, after, during, in, because of	

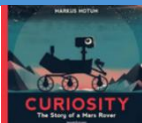
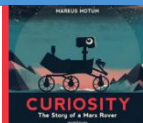
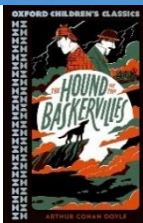
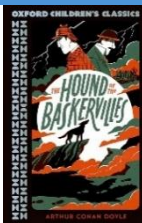
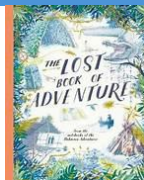
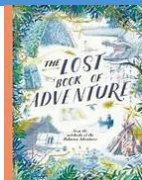
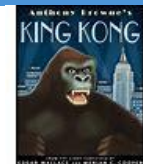
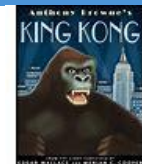
Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification		conjunctions including when, if, because, although, before, after, while, so'	Use a wider range of conjunctions, e.g. when, if, because, although		
Grammar: Text					
Build on previous year & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Introduction to paragraphs as a way to group related material Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Headings and sub-headings to aid presentation	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation
Grammar: Punctuation					
Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use commas to separate items in a list	Reinforce from Year 2: Commas to separate items in a list Apostrophes to mark singular possession in nouns Inverted commas to punctuate direct speech	Build on previous units & focus on: Apostrophes to mark singular possession in nouns Learn how to use commas to separate items in a list	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech
Terminology for Pupils					
preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas					

Ready Steady Write Progression Overview Year 4

A		B		C		D		E		F	
Leon and the Place Between by Angela McAllister	Leon and the Place Between by Angela McAllister	Leaf by Sandra Dieckmann		Arthur and the Golden Rope by Joe Todd-Stanton		The Lost Happy Endings by Carol Ann Duffy		The Journey by Francesca Sanna		Manfish by Jennifer Berne	
											
Outcome: Portal Narrative	Outcome: Persuasive Magic Show Report	Outcome: Outsider Narrative	Outcome: Diary	Outcome: Myth Narrative	Outcome: Information Guide	Outcome: Twisted Narrative	Outcome: Persuasive Letter	Outcome: Refugee Narrative	Outcome: Diary	Outcome: Invention Narrative	Outcome: Biography
Purpose: To narrate	Purpose: To persuade	Purpose: To narrate	Purpose: To inform	Purpose: To narrate	Purpose: To inform	Purpose: To narrate	Purpose: To persuade	Purpose: To narrate	Purpose: To recount	Purpose: To narrate	Purpose: To inform
Grammar: Word											
Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was)		Build on previous year & focus on: Grammatical difference between plural and possessive-s Develop understanding of standard English forms for verb inflections (we were instead of we was)		Build on previous units & focus on: Grammatical difference between plural and possessive-s		Build on previous units & focus on: Grammatical difference between plural and possessive-s Develop understanding of standard English forms for verb inflections (we were instead of we was)		Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was) Grammatical difference between plural and possessive-s		Build on previous units & focus on: Verb inflections (we were instead of we was)	
Grammar: Sentence											
Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials		Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Expressing time and place and cause using prepositions [for example, before, after, during, in, because of] (Recap from Y3) Fronted adverbials		Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials		Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials		Build on previous units & focus on: Fronted adverbials		Build on previous units & focus on: Fronted adverbials	
Grammar: Text											

Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs (reinforcement from Y3)	Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme, with headings and subheadings	Build on previous units & focus on: use adverbials and conjunctions for cohesion	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme
Grammar: Punctuation					
Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	Build on previous year & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
Terminology for Pupils					
determiner, pronoun, possessive pronoun, adverbial					

Ready Steady Write Progression Overview Year 5

A		B		C		D		E		F	
Curiosity by Markus Motum		FaRThER by Grahame Baker-Smith		The Hound of the Baskervilles by Sir Arthur Conan Doyle (graphic novel edition by Daniel Ferran)		The Promise by Nicola Davies		The Lost Book of Adventure by Teddy Keen		King Kong by Anthony Browne	
											
Outcome: Space Journey Narrative	Outcome: Formal Mission Report	Outcome: Setting Narrative	Outcome: Letter	Outcome: Cliffhanger Narrative	Outcome: Formal Report	Outcome: Character Narrative	Outcome: Bargain Letter	Outcome: Survival Narrative	Outcome: Survival Guide	Outcome: Dilemma Narrative	Outcome: Balanced Argument
Purpose: To narrate	Purpose: To report	Purpose: To narrate	Purpose: To recount	Purpose: To narrate	Purpose: To report	Purpose: To narrate	Purpose: To persuade	Purpose: To narrate	Purpose: To explain	Purpose: To narrate	Purpose: To discuss
Grammar: Word											
Build on previous year & focus on: Develop an understanding of the use of verb prefixes		Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Use verb prefixes (un-, de-, re-, over-, dis-, mis-)		Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Develop understanding and use of verb prefixes Converting nouns or adjectives into verbs using suffixes		Build on previous units & focus on: Develop understanding and use of verb prefixes		Build on previous units & focus on: Verb prefixes mis, over and de Converting nouns or adjectives into verbs using suffixes		Build on previous units & focus on: Converting nouns or adjectives into verbs using suffixes	
Grammar: Sentence											
Build on previous year & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses		Build on previous units & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Use fronted adverbials		Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun		Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs		Build on previous units & focus on: Indicate degrees of possibility using adverbs and modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun		Build on previous units & focus on: Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Develop understanding of expanded noun phrases to convey complicated information concisely Indicate degrees of possibility using modal verbs	

Grammar: Text

Build on previous year & focus on:
Use of a range of sentence types for impact and cohesion

Build on previous units & focus on:
Develop understanding in using devices to build cohesion within a paragraph

Build on previous units & focus on:
Develop understanding in using devices to build cohesion within a paragraph

Build on previous units & focus on:
Develop understanding in using devices to build cohesion within a paragraph

Build on previous units & focus on:
Develop understanding in using devices to build cohesion within a paragraph

Build on previous units & focus on:
Develop understanding in using devices to build cohesion within a paragraph

Grammar: Punctuation

Build on previous year & focus on:
Indicate parenthesis using dashes and brackets
Commas after fronted adverbials (reinforce from Y4)
Inverted commas to indicate direct speech (reinforce from Y4)

Build on previous units & focus on:
Commas, brackets and dashes for parenthesis
Use commas after fronted adverbials

Build on previous units & focus on:
Commas, brackets and dashes for parenthesis
Use commas after fronted adverbials

Build on previous units & focus on:
Commas for parenthesis

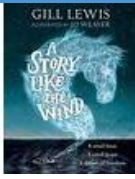
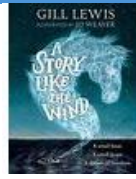
Build on previous units & focus on:
Indicate parenthesis using brackets
Commas for clarity

Build on previous units & focus on:
Use commas for clarity and to avoid ambiguity
Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4)
Indicate parenthesis using brackets

Terminology for Pupils

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Ready Steady Write Progression Overview Year 6

A		B		C		D			E		F	
Rose Blanche by Ian McEwan		A Story Like the Wind by Gill Lewis		On the Origin of Species by Sabina Radeva		The Ways of the Wolf by Smriti Prasadam-Halls			Shackleton's Journey by William Grill		Paradise Sands by Levi Pinfold	
												
Outcome: Diary	Outcome: Bravery Award Speech	Outcome: Flashback Narrative	Outcome: Newspaper Report	Outcome: Discovery Narrative	Outcome: Explanation Text	Outcome: Documentary Narrative	Outcome: Balanced Argument	Outcome: Hunted Narrative	Outcome: Endurance Narrative	Outcome: Biography	Outcome: First-Person Narrative	Outcome: Warning Letter
Purpose: To recount	Purpose: To recount & inform	Purpose: To narrate	Purpose: To report	Purpose: To narrate	Purpose: To explain	Purpose: To narrate	Purpose: To discuss	Purpose: To narrate	Purpose: To narrate	Purpose: To recount	Purpose: To narrate	Purpose: To warn

Grammar: Word

Build on previous year & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices

Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms Converting nouns into verbs using suffixes (reinforce from Y5) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing- informality of direct quote contrasting with formality of vocabulary choices

Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing

Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing

Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing

Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone

Grammar: Sentence

Build on previous year & focus on: The difference between structures typical of informal speech and structures appropriate to formal- use of question tags in informal speech Develop understanding of the passive to affect the presentation of information in a sentence

Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely

Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely Use the subjunctive forms in some very formal writing and speech

Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence Use the subjunctive forms in some very formal writing and speech

Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence

Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal speech in writing Use of the subjunctive form in some very formal speech and writing

Grammar: Text

Build on previous year & focus on: using a wider range of cohesive devices - adverbials

Build on previous units & focus on: Use headings, sub-headings, columns and captions to structure information

Build on previous units & focus on: Use headings and sub-headings to structure information

Build on previous units & focus on: Using cohesive devices, e.g. synonyms Accurate tense choices throughout the writing

Build on previous units & focus on: Using headings and sub-headings to organise information

Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices

Grammar: Punctuation

Build on previous year & focus on: Semi-colons within detailed lists Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Dashes and commas to indicate parenthesis	Build on previous units & focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses	Build on previous units & focus on: Use dashes, colons and semi-colons to mark the boundary between independent clauses Use colons to introduce a list	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity Use colons to introduce a list Use semi-colons within lists	Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity
Terminology for Pupils					
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					