

Ready Steady Write Progression Overview Year 2

A	B	C	D	E	F
Grammar: Word					
Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es	Build on previous units & focus on: Use of the suffix –ly to turn adjectives into adverbs Form adjectives using suffixes -ful and -less	Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: 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	Build on previous units & focus on: 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					
Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded Noun Phrases for description and specification Learn that the grammatical patterns in a sentence indicate its function as a question or command	Build on previous units & focus on: Co-ordination (or, and, but, so) Sentence indicates its function as an exclamation or a question Expanded Noun Phrases for description and specification	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and command	Build on previous units & focus on: Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation Expanded Noun Phrases for description and specification	Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question and a statement.	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as an exclamation. Expanded Noun Phrases for description and specification
Grammar: Text					
Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing
Grammar: Punctuation					
Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions) Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spellings Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
Terminology for Pupils					
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					

A		B		C		D		E		F	
A River by Marc Martin		The Night Gardener by The Fan Brothers		The Bog Baby by Jeanne Willis		Grandad's Island by Benji Davies		The King Who Banned the Dark by Emily Haworth-Booth		Rosie Revere, Engineer by Andrea Beaty	
											
Outcome: Circular Narrative		Outcome: Letter		Outcome: Setting Narrative		Outcome: Diary		Outcome: Finding Narrative		Outcome: Instructions	
Purpose: To narrate		Purpose: To inform		Purpose: To narrate		Purpose: To recount		Purpose: To narrate		Purpose: To instruct	

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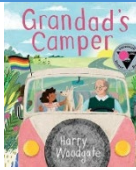
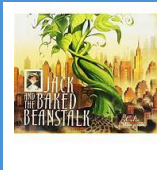
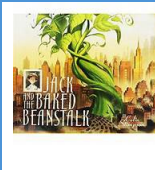
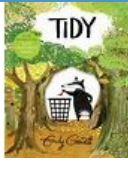
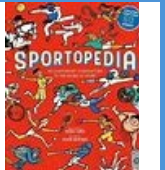
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A		B		C		D		E		F	
Leo and the Octopus by Isabelle Marinov		The Search for Carmella by Chloe Savage		Noah's New Home by Zeshan Akhter		The Misadventures of Frederick by Ben Manley		Lizzy and the Cloud by The Fan Brothers		Cyril the Lonely Cloud by Tim Hopgood	
											
Outcome: Friendship Narrative		Outcome: Underwater Explorer's Log		Outcome: Overcoming Fear Narrative		Outcome: Persuasive Letter		Outcome: Caring for a Cloud Guide		Outcome: Belonging Narrative	
Purpose: To narrate		Purpose: To recount		Purpose: To narrate		Purpose: To inform		Purpose: To narrate		Purpose: To instruct	

Flower Block
by Lanisha ButterfieldOutcome:
DiaryPurpose:
To recountGrandad's Camper
by Harry WoodgateOutcome:
Memory NarrativePurpose:
To narrateJack and the Baked Beanstalk
by Colin StimpsonOutcome:
Persuasive LetterPurpose:
To persuadeJack and the Baked Beanstalk
by Colin StimpsonOutcome:
Twisted TalePurpose:
To narrateTidy
by Emily GravettOutcome:
Environment NarrativePurpose:
To narrateSportopedia
by Adam SkinnerOutcome:
Olympics Sports GuidePurpose:
To inform/
instruct

Ready Steady Write Progression Overview Year 3

A	B	C	D	E	F
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 Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification	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 conjunctions including when, if, because, although, before, after, while, so'	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 Use a wider range of conjunctions, e.g. when, if, because, although	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
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

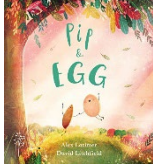
Build on previous units & focus on: Inverted commas to punctuate direct speech

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

A		B		C		D		E		F	
The Iron Man by Ted Hughes (Chris Mould edition)		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: Approaching Threat Narrative		Outcome: Trap Explanation		Outcome: Fable Narrative		Outcome: Transformation Narrative	Outcome: Complaint Letter	Outcome: Quest Narrative		Outcome: Lost Narrative	Outcome: Diary
Purpose: To narrate		Purpose: To explain		Purpose: To narrate		Purpose: To narrate	Purpose: To persuade	Purpose: To narrate		Purpose: To narrate	Purpose: To recount

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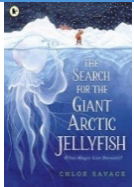
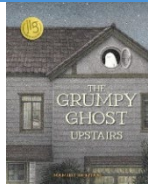
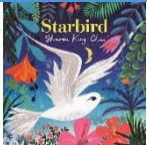
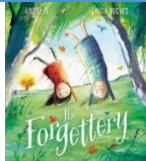
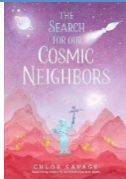
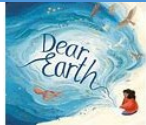
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A		B		C		D		E		F	
Ocean Meets Sky by The Fan Brothers	The Search for the Giant Arctic Jellyfish by Chloe Savage	The Grumpy Ghost Upstairs by Mamiko Shiotani	Hortense and the Shadow by Natalia and Lauren O'Hara	Starbird by Sharon King-Chai	The Worry Tiger by Chloe Savage	Wisp by Zana Fraillon	A Stage Full of Shakespeare Stories by Angela McAllister	The Forgettery by Rachel Ip	The Search for Our Cosmic Neighbours by Chloe Savage	Dear Earth by Isabella Otter	Usain Bolt by Maria Sanchez-Vegara
											
Outcome: Dream Adventure Narrative	Outcome: Captain's Daily Log	Outcome: Ghost Narrative	Outcome: Diary	Outcome: Captivity Narrative	Outcome: Calmness Guide	Outcome: Promise Narrative	Outcome: Potion Recipe	Outcome: Finding Memories Narrative	Outcome: Exploration Narrative	Outcome: Environment Letter	Outcome: Olympian Recount
Purpose: To narrate	Purpose: To recount	Purpose: To narrate	Purpose: To recount	Purpose: To narrate	Purpose: To inform	Purpose: To narrate	Purpose: To instruct	Purpose: To narrate	Purpose: To narrate	Purpose: To describe	Purpose: To inform

Ready Steady Write Progression Overview Year 4

A	B	C	D	E	F
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					

A		B		C		D		E		F	
The Whale by Ethan and Vita Murrow		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: Setting Narrative		Outcome: Newspaper 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 report		Purpose: To narrate		Purpose: To inform		Purpose: To narrate		Purpose: To narrate	
Purpose: To narrate		Purpose: To inform		Purpose: To narrate		Purpose: To inform		Purpose: To narrate		Purpose: To narrate	

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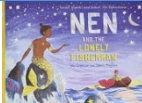
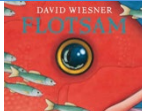
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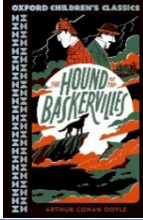
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A		B		C		D		E		F	
Leon and the Place Between by Angela McAllister		Nen and the Lonely Fisherman by Ian Eagleton		The Boy Who Grew Flowers by Jennifer Wojtowicz		The Great Kapok Tree by Lynne Cherry		Our Tower by Joseph Coelho		The Secret Sky Garden by Linda Sarah	
											
Outcome: Portal Narrative		Outcome: Folklore Narrative		Outcome: First Person Escape Plan		Outcome: Becoming Visible Narrative		Outcome: Environmental Change Narrative		Outcome: Transformation Narrative	
Outcome: Persuasive Magic Show Report		Outcome: Diary		Outcome: Summoning Narrative		Outcome: Secret Sea Creature Guide		Outcome: Success Narrative		Outcome: Success Narrative	
Purpose: To narrate		Purpose: To narrate		Purpose: To narrate		Purpose: To narrate		Purpose: To narrate		Purpose: To narrate	
Purpose: To narrate		Purpose: To explain		Purpose: To narrate		Purpose: To narrate		Purpose: To narrate		Purpose: To narrate	

Ready Steady Write Progression Overview Year 5

A	B	C	D	E	F
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					

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: Cliffhanger Narrative		Outcome: Character Narrative		Outcome: Survival Narrative		Outcome: Dilemma Narrative	
Purpose: To narrate		Purpose: To report		Purpose: To narrate		Purpose: To report		Purpose: To narrate		Purpose: To narrate	

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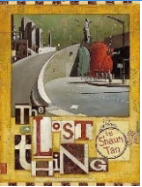
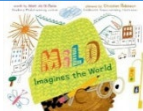
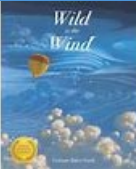
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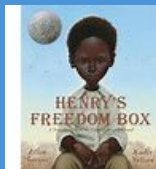
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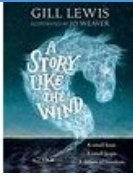
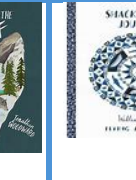
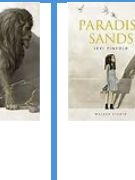
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A		B		C		D		E		F	
The Midnight Fair by Gideon Sterer		I Go Quiet by David Ouimet		The Lost Thing by Shaun Tan		Milo Imagines the World by Matt de la Peña		A Shelter for Sadness by Anne Booth		Wild is the Wind by Grahame Baker-Smith	
											
Outcome: Trespass Narrative		Outcome: Diary		Outcome: Return Narrative		Outcome: Letter		Outcome: Embracing Emotions Narrative		Outcome: Journey Narrative	
Purpose: To narrate		Purpose: To recount		Purpose: To narrate		Purpose: To recount		Purpose: To narrate		Purpose: To narrate	

A Stage Full of
Shakespeare
Stories by
Angela
McAllisterOutcome:
Persuasive
LetterPurpose:
To persuadeHenry's
Freedom Box
by Ellen
LevineOutcome:
BiographyPurpose:
To recountGreta and
the Giants
by Zoë
TuckerOutcome:
Restoring the
Environment
NarrativePurpose:
To narrateWilma
Rudolph by
Maria
Sanchez-
VegaraOutcome:
Gratitude
SpeechPurpose:
To inform

Ready Steady Write Progression Overview Year 6

A	B	C	D	E	F
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					

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

or

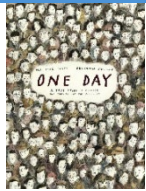
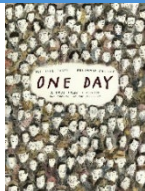
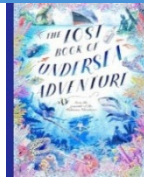
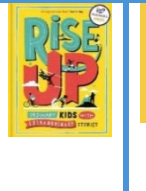
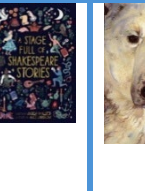
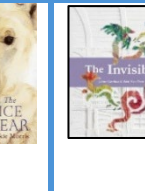
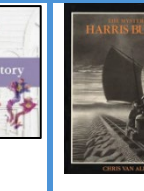
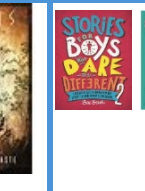
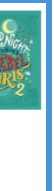
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A		B		C		D			E		F	
One Day by Michael Rosen		The Lost Book of Undersea Adventure by Teddy Keen	Rescuing Titanic by Flora Delargy	The Station Cat by Stephen Hogtun	Night Shift by Debi Gliori	Rise Up by Amanda Li	A Stage Full of Shakespeare Stories by Angela McAllister	The Ice Bear by Jackie Morris	The Invisible Story by Jaime Gamboa	The Mysteries of Harris Burdick by Chris Van Allsburg	Varmints by Helen Ward	Stories for Boys Who Dare to be Different 2 by Ben Brooks Good Night Stories for Rebel Girls 2 by Elena Favilli and Francesca Cavallo
												 
Outcome: Diary	Outcome: Letter	Outcome: Underwater Adventure Narrative	Outcome: Survivor's Letter Home	Outcome: Restoring Happiness Narrative	Outcome: Journal	Outcome: Newspaper Report	Outcome: Diary	Outcome: Myth Narrative	Outcome: First-Person Narrative	Outcome: Private Investigator Report	Outcome: Environmental Change Narrative	Outcome: Daily Blog
Purpose: To recount	Purpose: To describe	Purpose: To narrate	Purpose: To inform	Purpose: To narrate	Purpose: To recount	Purpose: To report	Purpose: To recount	Purpose: To narrate	Purpose: To narrate	Purpose: To report	Purpose: To narrate	Purpose: To inform