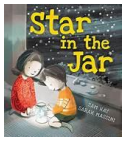
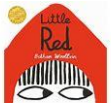
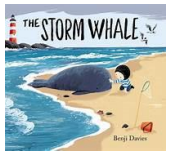
Ready Steady Write Progression Overview EYFS

A	B	C	D	E	F
Grammar: Word					
Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught GPCs. This may take place during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts until new graphemes have been taught. There is an emphasis in this progression document on the role of mark making and writing as forms of communication. Children will be at different stages of development from mark making for meaning to writing sentences. Children's physical development and letter formation knowledge will also be developing at different rates, influencing their ability to write in sentences. *Words shown below need to be in line with phonics scheme being followed by your school.					
Focus on: •Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) •Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception Words; is, I, the, to, into, no, go, so	Build on previous units & focus on: •Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was	Build on previous unit & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some, come
Grammar: Sentence					
Focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence- Subject, verb object. e.g. Dan had a dog. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence- Subject, verb object. e.g. I got a gem. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model and support correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Orally connect one idea or action using a range of connectives •Re-read what they have written to check for meaning Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the	Build on previous units & focus on: •Orally rehearse and recall sentence prior to writing •Orally connect one idea or action using a range of connectives •Write short sentences with words with known sound letter correspondences using a capital letter and full stop •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using 'and'	Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using 'and', joining words and clauses using connectives (e.g. but, because, and).	Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using 'and', joining words and clauses using connectives (e.g. but, because, and).

		correct use of the Sentence Accuracy Check	joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	•Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	•Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check
Grammar: Text					
Focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Support recognition of the four parts of a simple narrative- opening, build up, problem and ending •Begin to retell familiar stories and texts in their words and / or repetition.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative- opening, build up, problem and ending •Retell the story- some as exact repetition and some in own words. including: Once upon a time, So, First, Next, Finally. •Sequence sentences to form short narratives.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative- opening, build up, problem and ending •Retell the story- some as exact repetition and some in own words including: Once upon a time, So, and Suddenly. •Sequence sentences to form short narratives.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative- opening, build up, problem and ending •Retell the story- some as exact repetition and some in own words including: Once upon a time, So, Soon, and Suddenly. •Sequence sentences to form short narratives.	Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative- opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story- some as exact repetition and some in own words including: Once upon a time, Then one night, The very next morning and Then. •Sequence sentences to form short written narratives.	Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative- opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story- some as exact repetition and some in own words including: Once upon a time, Then, Suddenly and Late that night. •Sequence sentences to form short written narratives.
Grammar: Punctuation					
Focus on: Letter formation Separation of words and spaces	Build on previous units & focus on: Letter formation Separation of words with spaces Personal pronoun- I, he	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun- I, she, he, Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun- I, he, she Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun- I, he Full Stops Capital Letters for names	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun- I, he, she Full Stops Capital Letters for names
Terminology for Pupils					
letter, capital letter, word, sentence, full stop, question mark					

Literacy Counts Texts

A	B	C	D	E	F
The Something by Rebecca Cobb	**Star in the Jar** by Sam Hay	**Juniper Jupiter** by Lizzy Stewart	**Little Red** by Bethan Woollvin	**The Extraordinary Gardener** by Sam Boughton	**The Storm Whale** by Benji Davies
 **Outcome:** **Encodable** Losing Story Sentences **Purpose:** To retell	 **Outcome:** **Encodable** Poster Sentences **Purpose:** To inform	 **Outcome:** **Encodable** Superhero Sentences **Purpose:** To retell	 **Outcome:** **Encodable** Instruction Sentences **Purpose:** To instruct	 **Outcome:** **Encodable** Transformation Story Sentences **Purpose:** To retell	 **Outcome:** **Encodable** Whale Poem Sentences **Purpose:** To describe

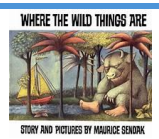
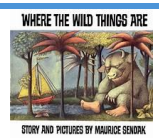
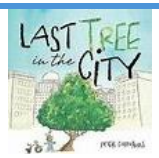
Other Texts.

A		B		C		D		E		F
Goldilocks and the Three Bears	Owl Babies	Room on the Broom	Stick Man	Frozen	The Princess and the Wizard	That's Not My...	Jack and The Beanstalk	Wonders of Summer	A Ticket Around the World	A Ticket Around the World
Outcome: Looking closely at the 1.1 (RWI) words 'mad' and 'sad', reading and writing them, linking to the bears.	**Outcome:** To talk about and begin to write about our own families.	**Outcome:** To listen to, find and write rhyming words within the story, linking to the characters and events in the story.	**Outcome:** Information: To create a poster to find the stick man (from his family).	**Outcome:** To create a comparative list using 'he has/she has', 'he is/she is'.	**Outcome:** To create your own story based upon the Princess and the Wizard.	**Outcome:** To create your own 'That's Not My Mummy' book.	**Outcome:** To write instructions about how to plant a bean.	**Outcome:** To develop, create and perform an informative rhyme about sun safety.	**Outcome:** To research and write an informative text about your chosen country.	**Outcome:** To develop your own narrative about how you would travel around the world. Children are to design their own vehicle/mode of transport and create their own story about their travels. **Purpose:** To retell To develop use of story language and imaginative text.
Purpose: To retell	**Purpose:** To sequence a story	**Purpose:** To listen to and find the rhyming words.	**Purpose:** To inform (and describe).	**Purpose:** Comparison: To compare the hero/'good' character and the villain.	**Purpose:** To develop use of story language and imaginative text.	**Purpose:** To describe.	**Purpose:** To instruct.	**Purpose:** To inform. To rhyme.	**Purpose:** To inform. .	

EYFS Literacy TT by Week.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1 – 2 Settling in – class story time etc. Week 3 – 4 Goldilocks Week 5 – 6 Owl Babies Week 7 – 8 The Something	Week 1 – 2 Room on the Broom Week 3 – 4 Star in The Jar Week 5 – 7 Stick Man	Week 1 – 2 Frozen Week 3 - 4 The Princess and the Wizard Week 5 - 6 Juniper Jupiter	Week 1-2 That's Not My Mummy. Week 3-4(Wed) Little Red Week 4 (Thur) – Week 5 Jack and the Beanstalk	Week 1-2 The Extraordinary Gardener. Week 3-4 Wonders of Summer. Week 5-7 A Ticket Around the World.	Week 1-2 A Ticket Around the World. Week 3-5 The Storm Whale

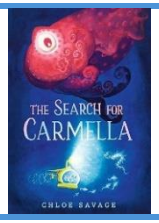
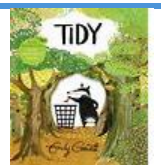
Ready Steady Write Progression Overview Year 1

A	B	C	D	E	F
Grammar: Word					
Build on previous year & focus on: Regular plural noun suffix-s or-es	Build on previous units & focus on: Reinforce plural noun suffix-s/-es Adding the suffix-er to verbs	Build on previous units & focus on: Reinforce plural noun suffix-s/-es How the prefix un- changes the meaning of verbs and adjectives Adding the suffixes-er and-est to adjectives	Build on previous units & focus on: Adding the suffixes-ing,-ed and-er to verbs Adding the suffixes-er and-est to adjectives How the prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix-s/-es Adding the suffixes-er and-est to adjectives Adding the suffixes-ing and-ed to verbs Reinforce how the prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix-s/-es Adding the suffixes-ing and -ed to verbs Adding the suffixes-er and-est to adjectives
Grammar: Sentence					
Build on previous year & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'
Grammar: Text					
Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives
Grammar: Punctuation					
Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun- I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun- I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark
Terminology for Pupils					
letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation					

A		B		C		D		E		F	
The Girl at the Front of the Class by Onjali Q. Rauf	**King Lion** by Emma Yarlett	**Rapunzel** by Bethan Woollvin		**Cloud Boy** by Greg Stobbs	**Whirly Twirly Me** by Manjeet Mann	**Where the Wild Things Are** by Maurice Sendak		**There's a Tiger in the Garden** by Lizzy Stewart	**How to Find a Yeti** by Matt Hunt	**Last Tree in the City** by Peter Carnavas	**The Last Wolf** by Mini Grey
											
Outcome: **Encodable** Friendship Story Sentences	**Outcome:** **Encodable** Instruction Sentences	**Outcome:** **Encodable** Traditional Tale Sentences	**Outcome:** **Encodable** Instruction Sentences	**Outcome:** **Encodable** Imagination Story Sentences	**Outcome:** **Encodable** Diary Sentences	**Outcome:** **Encodable** Return Story Sentences	**Outcome:** **Encodable** Information Sentences	**Outcome:** **Encodable** Search Story Sentences	**Outcome:** **Encodable** Diary Sentences	**Outcome:** **Encodable** Environment Story Sentences	**Outcome:** **Encodable** Recipe Sentences
Purpose: To retell	**Purpose:** To instruct	**Purpose:** To retell	**Purpose:** To instruct	**Purpose:** To retell	**Purpose:** To recount	**Purpose:** To retell	**Purpose:** To inform	**Purpose:** To retell	**Purpose:** To recount	**Purpose:** To retell	**Purpose:** To instruct

Ready Steady Write Progression Overview Year 2

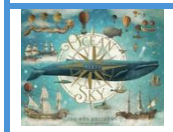
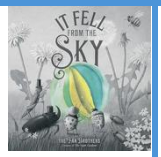
A	B	C	D	E	F
Grammar: Word					
Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Learn how to use-ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes-s or-es	Build on previous units & focus on: Use of the suffix –ly 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	
Leo and the Octopus by Isabelle Marinov	**The Search for Carmella** by Chloe Savage	**The Night Gardener** by The Fan Brothers		**The Bog Baby** by Jeanne Willis		**Grandad's Island** by Benji Davies		**Jack and the Baked Beanstalk** by Colin Stimpson	**Jack and the Baked Beanstalk** by Colin Stimpson	**Tidy** by Emily Gravett	**Sportopedia** by Adam Skinner
											
Outcome: Friendship Narrative	**Outcome:** Underwater Explorer's Log	**Outcome:** Setting Narrative	**Outcome:** Diary	**Outcome:** Finding Narrative	**Outcome:** instructions	**Outcome:** Return Narrative	**Outcome:** Information text	**Outcome:** Persuasive Letter	**Outcome:** Twisted Tale	**Outcome:** Environment Narrative	**Outcome:** Olympics Sports Guide
Purpose: To narrate	**Purpose:** To recount	**Purpose:** To narrate	**Purpose:** To recount	**Purpose:** To narrate	**Purpose:** To instruct	**Purpose:** To narrate	**Purpose:** To inform	**Purpose:** To persuade	**Purpose:** To narrate	**Purpose:** To narrate	**Purpose:** To inform/instruct

Ready Steady Write Progression Overview Year 3

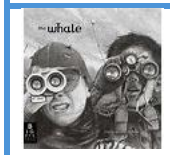
A	B	C	D	E	F
Grammar: Word					
Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- Use of the forms 'a' or 'an'	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- un--dis-mis-im-in Use of the forms '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	
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		**Wisp** by Zana Fraillon	**It Fell from the Sky** by The Fan Brothers	**The Forgettery** by Rachel Ip	**The Search for Our Cosmic Neighbours** by Chloe Savage	**Dear Earth** by Isabella Otter	**The Secret Elephant** by Ellan Rankin
											
Outcome: Dream Adventure Narrative	**Outcome:** Captain's Daily Log	**Outcome:** Fable Narrative	**Outcome:** Information Report	**Outcome:** Setting Narrative	**Outcome:** **Encodable** Information Leaflet	**Outcome:** Promise narrative	**Outcome:** Complains letter	**Outcome:** Finding Memories Narrative	**Outcome:** Exploration narrative	**Outcome:** Environment Lettter	**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 narrate	**Purpose:** To narrate	**Purpose:** To narrate	**Purpose:** To describe	**Purpose:** To recount

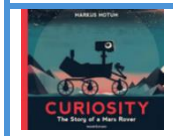
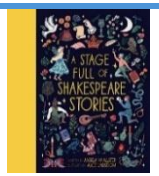
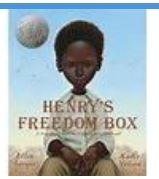
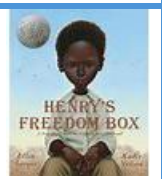
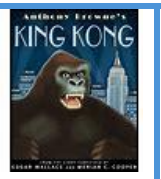
Ready Steady Write Progression Overview Year 4

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		**The Secret Sky Garden** by Linda Sarah	**The Corinthian Girl** by Christina Balit
											
Outcome: Setting Narrative	**Outcome:** Newspaper Report	**Outcome:** Outsider Narrative	**Outcome:** Diary	**Outcome:** Myth Narrative	**Outcome:** Information guide	**Outcome:** Success 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 inform	**Purpose:** To narrate	**Purpose:** To persuade	**Purpose:** To narrate	**Purpose:** To recount	**Purpose:** To narrate	**Purpose:** To inform

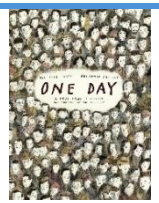
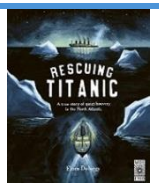
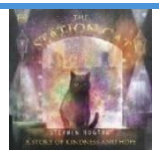
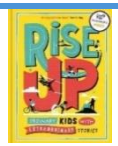
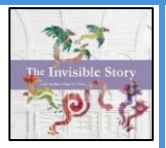
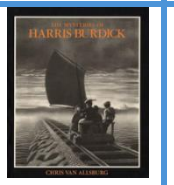
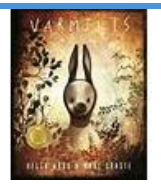
Ready Steady Write Progression Overview Year 5

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)		**Wild is the Wind** by Grahame Baker-Smith	**A Stage Full of Shakespeare Stories** by Angela McAllister	**Henry's Freedom Box** by Ellen Levine	**Henry's Freedom Box** by Ellen Levine	**King Kong** by Anthony Browne	
											
Outcome: Space Journey Narrative	**Outcome:** Formal Mission Report	**Outcome:** Setting Narrative	**Outcome:** letter	**Outcome:** Cliff-hanger narative	**Outcome:** Formal report	**Outcome:** Journey narrative	**Outcome:** persuasive Letter	**Outcome:** Diary entry	**Outcome:** biography	**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 recount	**Purpose:** To recount	**Purpose:** To narrate	**Purpose:** To discuss

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	
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 Shakespea -re 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