

## Ready Steady Write Progression Overview Year 5/6

A	B	C	D	E	F
Vehicle Texts					
Rose Blanche	A Story Like the Wind	The Origin of the Species	The Ways of the Wolf	Shackleton's Journey	Hansel and Gretel
Writing Outcome & Writing Purpose					
Recount: Diary Purpose: To recount	Narrative: Flashback Narrative Purpose: To narrate	Narrative: Discovery Narrative Purpose: To narrate	Recount: Documentary Narrative Purpose: To narrate Discussion:	Narrative: Endurance Narrative Purpose: To narrate	Narrative: Dual Narrative Purpose: To narrate
Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)	Recount: Newspaper Report Purpose: To recount	Explanation: Adaptation Purpose: To explain	Balanced Argument Purpose: To discuss Narrative: Hunted Narrative Purpose: To narrate	Recount: Biography Purpose: To recount	Persuasion: Letter Purpose: To persuade
Grammar: Word					
<b>Y5:</b> Suffixes -able, -ible  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	<b>Y5:</b> Suffixes -able, -ible, -cial  Converting nouns and adjectives into verbs with suffixes  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing  Use a thesaurus with confidence	<b>Y5:</b> Suffixes -able, -ible, -cial, -ent, -tial  Verb prefixes over-  Transforming nouns and adjectives into verbs -ate  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing  Use a thesaurus with confidence	<b>Y5:</b> Suffixes -able, -ance  Verb prefixes e.g. mis-, de- dis-, re-  Transforming nouns and adjectives into verbs  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing  Use a thesaurus with confidence	<b>Y5:</b> Suffixes -cious, -ant, -ance  Verb prefixes re-, dis-,  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing  Use a thesaurus with confidence	<b>Y5:</b> Suffixes -cious, -ant, -ance  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing  Use a thesaurus with confidence
<b>Y6:</b> Understand how words are related by meaning as synonyms and antonyms  The difference between	<b>Y6:</b> Understand how words are related by meaning as synonyms and antonyms  Convert nouns or adjectives into verbs using suffixes (revision from Y5)	<b>Y6:</b> Understand how words are related by meaning as synonyms and antonyms  The difference between vocabulary of informal speech and vocabulary	<b>Y6:</b> Understand how words are related by meaning as synonyms and antonyms  The difference between vocabulary of informal speech and vocabulary	<b>Y6:</b> Understand how words are related by meaning as synonyms and antonyms  The difference between vocabulary of informal speech and vocabulary appropriate to	<b>Y6:</b> Understand how words are related by meaning as synonyms and antonyms  The difference between vocabulary of informal speech and vocabulary

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<p>vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices</p>		<p>appropriate to formal speech and writing</p> <p>Use the subjunctive forms in some very formal writing and speech</p> <p>Suffixes -ent, -ence, -ency</p>	<p>appropriate to formal speech and writing.</p> <p>Suffixes -ance</p>	<p>formal speech and writing</p> <p>Suffixes -ant, -ance, -ent, -ence</p>	<p>appropriate to formal speech and writing</p>
Grammar: Sentence					
<p><b>Y5:</b> Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p><b>Y5:</b> Indicate degrees of possibility using modal verbs and adverbs</p> <p>Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p><b>Y5:</b> Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p><b>Y5:</b> Indicate degrees of possibility using modal verbs and adverbs</p> <p>Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p><b>Y5:</b> Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, e.g. the use of the passive form</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p><b>Y5:</b> Indicate degrees of possibility using modal verbs and adverbs</p> <p>Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>
<p><b>Y6:</b> The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech</p> <p>Develop understanding of the passive to affect the presentation of information in a sentence</p>	<p><b>Y6:</b> Using expanded noun phrases to convey complicated information concisely</p> <p>The difference between structures typical of informal speech and structures appropriate to formal speech and writing</p>	<p><b>Y6:</b> Using expanded noun phrases to convey complicated information concisely</p> <p>The difference between structures typical of informal speech and structures appropriate to formal</p>	<p><b>Y6:</b> Using expanded noun phrases to convey complicated information concisely</p> <p>Understand the difference between structures typical of informal speech and structures appropriate to formal</p> <p>Develop understanding of the passive to affect the presentation of information in a</p>	<p><b>Y6:</b> Using expanded noun phrases to convey complicated information concisely</p> <p>Understand the difference between structures typical of informal speech and structures appropriate to formal</p> <p>Develop understanding of the passive to affect the presentation of information in a</p>	<p><b>Y6:</b> Understand the difference between structures typical of informal speech and structures appropriate to formal</p> <p>Use the subjunctive forms in some very formal writing and speech</p>

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			<p>sentence</p> <p>Use the subjunctive forms in some very formal writing and speech</p>	<p>sentence</p>	
Grammar: Text					
<p><b>Y5:</b> Linking ideas across paragraphs, using adverbials</p>	<p><b>Y5:</b> Use a range of sentence types for impact and cohesion</p>	<p><b>Y5:</b> Linking ideas across paragraphs, using adverbials and conjunctions</p> <p>Use a range of sentence types for impact and cohesion</p>	<p><b>Y5:</b> Use a range of devices to build cohesion, e.g. conjunctions</p> <p>Use a range of sentence types for impact and cohesion</p>	<p><b>Y5:</b> Linking ideas across paragraphs, using adverbials</p> <p>Use a range of sentence types for impact and cohesion</p>	<p><b>Y5:</b> Use a range of devices to build cohesion, e.g. conjunctions and pronouns</p> <p>Use a range of sentence types for impact and cohesion</p>
<p><b>Y6:</b> Linking ideas within and across paragraphs using a wider range of cohesive devices — adverbials</p>	<p><b>Y6:</b> Use headings, sub-headings, columns and captions to structure information</p>	<p><b>Y6:</b> Linking ideas within and across paragraphs using a wider range of cohesive devices</p> <p>Use headings and subheadings to structure information</p>	<p><b>Y6:</b> Using cohesive devices, e.g. synonyms</p> <p>Accurate tense choices throughout the writing</p>	<p><b>Y6:</b> Using headings and subheadings to organise information</p>	<p><b>Y6:</b> Linking ideas within and across paragraphs using a wider range of cohesive devices</p>
Grammar: Punctuation					
<p><b>Y5:</b> Use commas to clarify meaning and avoid ambiguity</p> <p>Commas for parenthesis</p>	<p><b>Y5:</b> Inverted commas to indicate direct speech (Y4)</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4)</p> <p>Commas for parenthesis</p>	<p><b>Y5:</b> Semi-colons to separate the boundary between independent clauses</p> <p>Dashes to mark boundaries between independent clauses</p> <p>Commas and brackets for parenthesis</p> <p>Inverted commas to indicate direct speech (Y4)</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas</p>	<p><b>Y5:</b> Use commas to clarify meaning and avoid ambiguity</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4)</p>	<p><b>Y5:</b> Use commas to clarify meaning and avoid ambiguity</p> <p>Indicate parenthesis using brackets</p>	<p><b>Y5:</b> Commas and dashes for parenthesis</p> <p>Inverted commas to indicate direct speech (Y4)</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4)</p>

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		(Y4)			
<p><b>Y6:</b> Semi-colons within detailed lists</p> <p>Indicate grammatical features using the semi-colon to mark the boundary between independent clauses</p> <p>Dashes and commas to indicate parenthesis</p>	<p><b>Y6:</b> Semi-colons to mark the boundary between independent clauses</p> <p>Using hyphens to avoid ambiguity</p> <p>Use range of punctuation taught at KS2 (Speech punctuation)</p>	<p><b>Y6:</b> Use semi-colons, colons and dashes to mark the boundary between independent clauses</p> <p>Use colons to introduce a list</p>	<p><b>Y6:</b> Use semi-colons, colons and dashes to mark the boundary between independent clauses</p> <p>Use hyphens to avoid ambiguity</p> <p>Use colons to introduce a list</p> <p>Use semi colons within lists</p>	<p><b>Y6:</b> Use semi-colons and dashes to mark the boundary between independent clauses</p> <p>Use commas to clarify meaning and avoid ambiguity</p>	<p><b>Y6:</b> Use semi-colons, colons and dashes as the boundary between independent clauses</p> <p>Use hyphens to avoid ambiguity</p>
Terminology for Pupils					
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					