

Ready Steady Write Progression Overview Year 3/4

A	B	C	D	E	F
Vehicle Texts					
The Whale	Leaf	Arthur and the Golden Rope	The Lost Happy Endings	The Journey	Manfish
Writing Outcome & Writing Purpose					
Narrative: Setting Narrative Purpose: To narrate	Narrative: Outsider Narrative Purpose: To narrate	Narrative: Myth Narrative Purpose: To narrate	Narrative: Twisted Narrative Purpose: To narrate	Narrative: Refugee Narrative Purpose: To narrate	Narrative: Invention Narrative Purpose: To narrate
Recount: Newspaper Report Purpose: To recount	Information: Information Report Purpose: To inform	Information: Defeating a Viking monster Purpose: To inform	Persuasion: Letter Purpose: To persuade	Recount: Diary Purpose: To recount	Recount: Jacques Cousteau Biography Purpose: To recount
Grammar: Word					
<p>Y3: Formation of nouns using a range of prefixes e.g. auto- super-anti- sub- super- auto- dis- mis-</p> <p>Adverbs ending in -ly</p> <p>Suffixes: -ation, -ly, -ed, -er, -tion</p>	<p>Y3: Formation of nouns using a range of prefixes e.g. auto- super-anti- sub- super- auto- dis-, mis-</p> <p>Suffixes: -ing, -ly, -ed, -er, -ation, -ous</p> <p>Adverbs ending in -ly</p> <p>Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel</p>	<p>Y3: Word families based on common words showing how words are related in form and meaning</p> <p>Formation of nouns using a range of prefixes e.g. auto- super-anti- sub- super- auto- dis-, mis-</p> <p>suffixes: -ing, -ly, -ed, -er, -ful, -ation, -ous</p> <p>Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel</p>	<p>Y3: Suffixes: -tion, -sion</p> <p>Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel</p> <p>Adverbs ending in -ly</p>	<p>Y3: Word families based on common words showing how words are related in form and meaning</p> <p>Formation of nouns using a range of prefixes e.g. auto- super-anti- un- dis- mis -im -in</p> <p>Suffixes: -sure, -ture, -ly, -er, -less-ness</p> <p>Adverbs ending in -ly</p>	<p>Y3: Formation of nouns using a range of prefixes e.g. auto- inter-anti-</p> <p>Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel</p> <p>Adverbs ending in -ly</p>
<p>Y4: Suffixes: -ation, -ly, -tion, -ous</p> <p>Verb inflections (we were instead of we was)</p>	<p>Y4: Develop understanding of standard English forms for verb inflections</p> <p>Suffixes: -ation, -ly, -ous</p> <p>Grammatical difference between plural and possessive -s</p>	<p>Y4: Grammatical difference between plural and possessive -s</p> <p>Suffixes: -ation, -ly, -ous</p>	<p>Y4: Suffixes: -tion, -sion</p> <p>Grammatical difference between plural and possessive -s</p> <p>Develop understanding of standard English forms for verb inflections (we were instead of we was)</p>	<p>Y4: Suffixes: -sure, -ture, -ly</p> <p>Verb inflections (we were instead of we was)</p> <p>Grammatical difference between plural and possessive -s</p>	<p>Y4: Y4 Verb inflections (we were instead of we was)</p> <p>Suffixes: -tion, -sion</p>
Grammar: Sentence					

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<p>Y3: Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p> <p>Use expanded noun phrases for description and specification</p>	<p>Y3: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p> <p>Use expanded noun phrases for description and specification</p>	<p>Y3: Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p> <p>Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)</p> <p>Use a wider range of conjunctions including when, if, because, although, before, after, while, so</p>	<p>Y3: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p> <p>Use expanded noun phrases for description and specification</p>	<p>Y3: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)</p>	<p>Y3: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Use expanded noun phrases for description and specification</p>
<p>Y4: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</p> <p>Fronted adverbials</p>	<p>Y4: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p> <p>Express time, place and cause using prepositions, e.g. before, after, during</p>	<p>Y4: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</p> <p>Fronted adverbials</p> <p>Use a wider range of conjunctions including when, if, because, although, before, after, while, so</p>	<p>Y4: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</p> <p>Fronted adverbials</p>	<p>Y4: Fronted adverbials</p>	<p>Y4: Fronted adverbials</p>
Grammar: Text					
<p>Y3: Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Present perfect form of verbs in contrast to the simple past</p>	<p>Y3: Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p>	<p>Y3: Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p>	<p>Y3: Introduction to paragraphs as a way to group related material</p> <p>Present perfect form of verbs</p>	<p>Y3: Introduction to paragraphs as a way to group related material</p>	<p>Y3: Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Present perfect form of verbs</p>
<p>Y4: Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme</p>	<p>Y4: Paragraphs to organise ideas around a theme</p> <p>Appropriate choice of noun and pronoun within and across sentences to aid cohesion and avoid</p>	<p>Y4: Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme, with headings and</p>	<p>Y4: Paragraphs to organise ideas around a theme</p> <p>Use adverbials and conjunctions for cohesion</p>	<p>Y4: Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme</p>	<p>Y4: Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme</p>

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	repetition	sub-headings			
Grammar: Punctuation					
<p>Y3: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Inverted commas to punctuate speech</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>Y3: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>Y3: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>Y3: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Inverted commas to punctuate speech</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>Y3: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Inverted commas to punctuate speech</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>Y3: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Inverted commas to punctuate speech</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark singular possession in nouns</p>
<p>Y4: Inverted commas and other punctuation to indicate direct speech</p> <p>Use commas after fronted adverbials</p>	<p>Y4: Apostrophes for possession (plural nouns)</p> <p>Use commas after fronted adverbials</p>	<p>Y4: Apostrophes for possession (plural nouns)</p> <p>Use commas after fronted adverbials</p>	<p>Y4: Inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes for possession (plural nouns)</p> <p>Use commas after fronted adverbials</p>	<p>Y4: Inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes for possession (plural nouns)</p> <p>Use commas after fronted adverbials</p>	<p>Y4: Use of a comma after the reporting clause and use of end punctuation within inverted commas.</p> <p>Use commas after fronted adverbials</p>
Terminology for Pupils					
determiner, pronoun, possessive pronoun, adverbial					