




Read to Write: Progression Overview Counts in Year 2

Vehicle Text				
Autumn	Spring		Summer	
	The Bog Baby	Grandad's Island	A River	The Night Gardener
Writing Outcome & Writing Purpose				
	Narrative: Finding Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Narrative: Circular Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate
	Instructions: How to build a habitat Purpose: To instruct	Information: Jungle Animals Purpose: To inform	Recount: Letter Purpose: To inform	Recount: Diary Purpose: To recount
Grammar: Word				
	Build on work from RWI units & focus on: Formation of adjectives using suffixes e.g. -ful, -less -ness -er -est Use of the suffix -ly to turn adjectives into adverbs	Build on work from RWI units & focus on: -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 and by compounding 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 using suffixes e.g. -ness, -er and by compounding Use of the Suffixes -er & -est in adjectives Use of the suffix -ly to turn adjectives into adverbs
	Grammar: Sentence			
	Build on work from RWI 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 statement, question and command	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command, and 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, exclamation and statement.	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation. Expanded Noun Phrases for description and specification
	Grammar: Text			
	Build on work from RWI units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units. 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 including progressive forms of verbs
Grammar: Punctuation				
	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 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 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				

Read to Write: Progression Overview Counts in Year 3

Autumn		Spring		Summer	
Vehicle Text					
The Iron Man	Fox	Rhythm of the Rain	Jemmy Button	Egyptology	Into the Forest
Writing Outcome & Writing Purpose					
Narrative: Approach Threat Narrative Purpose: To narrate	Narrative: Fable Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Narrative: Egyptian Mystery Narrative Purpose: To narrate	Narrative: Lost Narrative Purpose: To narrate
Explanation: How to capture the Iron Man Purpose: To explain	Information: Foxes Purpose: To inform	Recount: River Information Leaflet Purpose: To inform	Information: Letters Purpose: To recount	Instructions: Secret Diary Purpose: To recount	Recount: Newspaper Report Purpose: To recount
Grammar: Word					
Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti-	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)	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: Formation of nouns using a range of prefixes e.g. auto- super- anti- (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	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)	Build on previous units & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) 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 prepositions e.g. (before, after, during, in, because of) Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)	Build on previous units & focus on: Expressing time, place and cause using 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)	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)
Grammar: Text					
Build on previous year & focus on: Present perfect form of verbs	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Introduction to paragraphs as a way to group related material 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	Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Build on previous units & focus on: Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	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					

Read to Write: Progression Overview Counts in Year 4

Autumn		Spring		Summer	
Vehicle Text					
The Journey	Manfish	The Whale	Leaf	Arthur and the Golden Rope	The Lost Happy Endings
Writing Outcome & Writing Purpose					
Narrative: Refugee Narrative Purpose: To narrate	Narrative: Invention Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Outsider Narrative Purpose: To narrate	Narrative: Myth Narrative Purpose: To narrate	Narrative: Twisted Narrative Purpose: To narrate
Recount: Diary Purpose: To recount	Recount: Jacques Cousteau Biography Purpose: To recount	Recount: Newspaper Report Purpose: To recount	Information: Polar Bears Purpose: To inform	Information: Defeating a Viking monster Purpose: To inform	Persuasion: Letter Purpose: To persuade
Grammar: Word					
Build on previous units & focus on: Verb inflections (we were instead of we was)	Build on previous units & focus on: Verb inflections (we were instead of we was)	Build on previous units & focus on: Verb inflections (we were instead of we was)	Build on previous year & focus on: Grammatical difference between plural and possessive -s	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
Grammar: Sentence					
Build on previous units & focus on: Fronted adverbials	Build on previous units & focus on: 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 year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases 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
Grammar: Text					
Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous year & focus on: Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous units & focus on: Paragraphs to organise ideas around a theme
Grammar: Punctuation					
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	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)	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
Terminology for Pupils					
Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas					

Read to Write: Progression Overview Counts in Year 5

Autumn		Spring		Summer	
Vehicle Text					
The Lost Book of Adventure	King Kong	Where Once We Stood	FARThER	The Hound of the Baskervilles	The Promise
Writing Outcome & Writing Purpose					
Narrative: Survival Narrative Purpose: To narrate	Narrative: Dilemma Narrative Purpose: To narrate	Narrative: Exploration Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Cliff hanger Narrative Purpose: To narrate	Narrative: Character Narrative Purpose: To narrate
Explanation: Survival Guide Purpose: To explain	Discussion: Balanced Argument Purpose: To discuss	Recount: Formal Report Purpose: To recount	Recount: Letter Purpose: To recount	Recount: Formal Event Report Purpose: To inform	Instructions: Newspaper Report Purpose: To recount
Grammar: Word					
Build on previous units & focus on: Use a thesaurus with confidence Verb prefixes mis, over and de Transforming nouns and adjectives into verbs	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous year & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: Verb prefixes re, over, dis The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone
Grammar: Sentence					
Build on previous units & focus on: Indicate degrees of possibility using adverbs. Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	Build on previous year & focus on: Indicate degrees of possibility using modal verbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	Build on previous units & focus on: Indicate degrees of possibility using modal verbs	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use commas to clarify meaning and avoid ambiguity Semi-colons to separate the boundary between independent clauses	Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs
Grammar: Text					
Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion, eg conjunctions	Build on previous year & focus on: Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion, eg conjunctions	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion, eg conjunctions	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion, eg conjunctions	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion, eg conjunctions
Grammar: Punctuation					
Build on previous units & focus on: Semi-colons to mark boundaries between independent clauses of equal weighting Use hyphens to avoid ambiguity Commas for clarity	Build on previous units & focus on: Recap speech punctuation Brackets for parenthesis	Build on previous year & focus on: Dashes to mark boundaries between independent clauses	Build on previous units & focus on: Commas for parenthesis Dashes to mark boundaries between independent clauses	Build on previous units & focus on: Use hyphens to avoid ambiguity Semi-colons to mark boundaries between independent clauses Colons and bullet points	Build on previous units & focus on: Use hyphens to avoid ambiguity
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					

Read to Write: Progression Overview Counts in Year 6

Autumn		Spring		Summer	
Vehicle Text					
The Origin of the Species	Wolves	Shackleton's Journey	Hansel and Gretel	Rose Blanche	A Story Like the Wind
Writing Outcome & Writing Purpose					
Narrative: Discovery Narrative Purpose: To narrate	Recount: First Person Narrative Purpose: To narrate Discussion: Balanced Argument Purpose: To discuss	Narrative: Endurance Narrative Purpose: To narrate	Narrative: Dual Narrative Purpose: To narrate	Recount: Diary Purpose: To recount	Narrative: Flashback Narrative Purpose: To narrate
Explanation: Adaptation Purpose: To explain	Information Text: Wolves Purpose: To inform Narrative: Suspense Narrative Purpose: To narrate	Recount: Magazine Article Purpose: To recount	Persuasion: Letter Purpose: To persuade	Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)	Recount: Newspaper Report Purpose: To recount
Grammar: Word					
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: Understand how words are related by meaning as synonyms and antonyms – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone	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	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	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 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
Grammar: Sentence					
Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal	Build on previous units & focus on: Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech	Build on previous units & focus on: Use 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 – the use of the subjunctive form in some very formal speech and writing Wish – if I were...	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	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal
Grammar: Text					
Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information	Build on previous units & focus on: Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms Use of headings, sub-headings and bullets to structure texts	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns	Build on previous year & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information
Grammar: Punctuation					
Build on previous units & focus on: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	Build on previous units & focus on: Use commas to punctuate relative clauses Speech punctuation Use the semi-colon as the boundary between independent clauses Punctuation of bullet points Hyphens used to avoid ambiguity	Build on previous units & focus on: Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semi-colons as boundaries between independent clauses	Build on previous units & focus on: Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity	Build on previous year & focus on: Colons to introduce a list and semi-colons for more elaborate lists Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses	Build on previous units & focus on: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					

