



Mixed Age Planning: Cycle A



What is a Mixed Age Planning Document?

The Mixed Age Planning Document is a resource for schools where multiple year groups are taught together. This document provides a structured approach to delivering the **Ready Steady Write** programme. It outlines how writing objectives, activities and progression can be adapted to meet the needs of all children within a mixed-age setting, ensuring appropriate challenge and support for each group.

Why is it important to consider Mixed Age Planning when using the **Ready Steady Write** Programme?

This Mixed Age Planning document ensures that all children receive appropriate teaching for their year group while maintaining a cohesive learning experience for all. This document supports teachers in aligning lessons with curriculum expectations for multiple-year groups. This ensures progression in writing skills across ages.

Mixed Age Planning: Cycle A

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1&2	<p><i>A River</i> by Marc Martin</p> <p>Fiction Outcome: Circular Narrative Non-fiction Outcome: Letter to inform</p>	<p><i>The Night Gardener</i> by The Fan Brothers</p> <p>Fiction Outcome: Setting Narrative Non-fiction Outcome: Diary to recount</p>	<p><i>The Bog Baby</i> by Jean Willis</p> <p>Fiction Outcome: Finding Narrative Non-fiction Outcome: Instructions</p>	<p><i>Grandad's Island</i> by Benji Davies</p> <p>Fiction Outcome: Return Narrative Non-fiction Outcome: Animal information text</p>	<p><i>The King Who Banned the Dark</i> by Emily Haworth-Booth</p> <p>Fiction Outcome: Banning Narrative Non-fiction Outcome: Letter to persuade</p>	<p><i>Rosie Revere, Engineer</i> by Andrea Beaty</p> <p>Fiction Outcome: Invention Narrative Non-fiction Outcome: Explanation Text</p>
3&4	<p><i>The Whale</i> by Ethan Murrow</p> <p>Fiction Outcome: Setting Narrative Non-fiction Outcome: newspaper report to recount</p>	<p><i>Leaf</i> by Sandra Dieckmann</p> <p>Fiction Outcome: Outsider Narrative Non-fiction Outcome: Information Report to inform</p>	<p><i>Arthur and the Golden Rope</i> by Joe Todd Stanton</p> <p>Fiction Outcome: Myth Narrative Non-fiction Outcome: 'How to..' guide to inform</p>	<p><i>The Lost Happy Endings</i> by Carol Ann Duffy</p> <p>Fiction Outcome: Twisted Narrative Non-fiction Outcome: Letter to persuade</p>	<p><i>The Journey</i> by Francesca Sanna</p> <p>Fiction Outcome: Refugee Narrative Non-fiction Outcome: Diary to recount</p>	<p><i>Manfish</i> by Jennifer Berne</p> <p>Fiction Outcome: Invention Narrative Non-fiction Outcome: Biography to recount</p>
5&6	<p><i>Rose Blanche</i> by Roberto Innocenti</p> <p>Non-fiction Outcomes: Diary to recount Bravery speech to recount and inform</p>	<p><i>A Story Like the Wind</i> by Gill Lewis</p> <p>Fiction Outcome: Flashback Narrative Non-fiction Outcome: Newspaper report</p>	<p><i>The Origin of the Species</i></p> <p>Fiction Outcome: Discovery Narrative Non-fiction Outcome: Animal adaptation explanation</p>	<p><i>Wolves</i></p> <p>Fiction Outcome: Hunted Narrative Non-fiction Outcomes: Documentary Narrative Balanced Argument</p>	<p><i>Shackleton's Journey</i> by William Grill</p> <p>Fiction Outcome: Endurance Narrative Non-fiction Outcome: Biography to recount</p>	<p><i>Hansel and Gretel</i> by Neil Gaman</p> <p>Fiction Outcome: Dual Narrative Non-fiction Outcome: Letter to persuade</p>

Mixed Age Planning: Cycle B

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1&2	<p>Old Bear by Jane Hissey</p> <p>Fiction Outcome: Finding Narrative</p> <p>Non-fiction Outcome: Message to inform and explain</p>	<p>Rapunzel by Bethan Woolvin</p> <p>Fiction Outcome: Traditional Tale</p> <p>Non-fiction Outcome: 'How to..' to instruct</p>	<p>Hermelin by Mini Grey</p> <p>Fiction Outcome: Detective Story</p> <p>Non-fiction Outcome: Letters to recount</p>	<p>Where the Wild Things Are by Maurice Sendak</p> <p>Fiction Outcome: Portal Story</p> <p>Non-fiction Outcome: Information text</p>	<p>The Secret of Black Rock by Joe Todd Stanton</p> <p>Fiction Outcome: Return Narrative</p> <p>Non-fiction Outcome: Diary to recount</p>	<p>The Last Wolf by Mini Grey</p> <p>Fiction Outcome: Hunting Narrative</p> <p>Non-fiction Outcome: Recipes to instruct</p>
3&4	<p>The Iron Man by Ted Hughes</p> <p>Fiction Outcome: Approaching Threat Narrative</p> <p>Non-fiction Outcome: Trap Explanation to explain</p>	<p>Fox by Margaret Wild</p> <p>Fiction Outcome: Fable Narrative</p> <p>Non-fiction Outcome: Animal report to inform</p>	<p>The Rhythm of the Rain by Grahame Baker Smith</p> <p>Fiction Outcome: Setting Narrative</p> <p>Non-fiction Outcome: Leaflet to inform</p>	<p>Jemmy Button by Alex Barzelay</p> <p>Fiction Outcome: Return Narrative</p> <p>Non-fiction Outcome: Letter to recount</p>	<p>Egyptology by Dugald Steer</p> <p>Fiction Outcome: Egyptian Mystery Narrative</p> <p>Non-fiction Outcome: Secret diary to recount / inform</p>	<p>Into the Forest by Anthony Browne</p> <p>Fiction Outcome: Lost Narrative</p> <p>Non-fiction Outcome: Newspaper report to recount</p>
5&6	<p>When we Walked on the Moon by David Long</p> <p>Fiction Outcome: Exploration Narrative</p> <p>Non-fiction Outcomes: Formal report to recount</p>	<p>FARThER by Grahame Baker Smith</p> <p>Fiction Outcome: Setting Narrative</p> <p>Non-fiction Outcome: Letter to inform</p>	<p>The Hound of the Baskervilles</p> <p>Fiction Outcome: Cliff hanger Narrative</p> <p>Non-fiction Outcome: Formal event report to inform</p>	<p>The Promise by Nicola Davies</p> <p>Fiction Outcome: Character Narrative</p> <p>Non-fiction Outcome: Bargain Letter to persuade</p>	<p>The Lost Book of Adventure by Unknown Adventurer</p> <p>Fiction Outcome: Survival Narrative</p> <p>Non-fiction Outcome: Survival guide to explain</p>	<p>King Kong by Anthony Browne</p> <p>Fiction Outcome: Dilemma Narrative</p> <p>Non-fiction Outcome: Balanced argument to discuss</p>


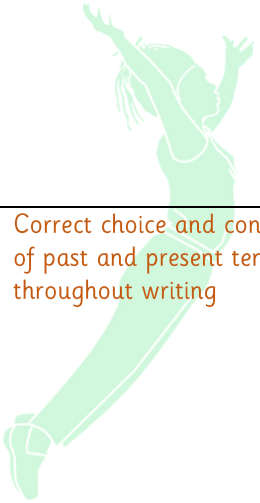
Y1&2 Mixed Age Planning: Cycle A

Texts	Word	Sentence	Text	Punctuation
Autumn 1 A River by Marc Martin Fiction Outcome: Circular Narrative Non-fiction Outcome: Letter to inform	Y1 Suffix add to verbs -er Adding the suffixes -er and -est to adjectives Adding the suffix -ed to verbs Reinforce plural noun suffix -s/-es	Combining words to make sentences Joining words and clauses using 'and'	Sequencing sentences to form short narratives  Correct choice and consistent use of past and present tense throughout writing	Separation of words with spaces Begin to use capital letters and full stops Wuestion marks Exclamation marks
	Y2 Use of the Suffixes -er & -est in adjectives Learn how to use -ly in Standard English to turn adjectives into verbs Develop understanding of regular plural noun suffixes -s or -es	Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as a statement, question and command Expanded Noun Phrases for description and specification		
Autumn 2 The Night Gardener by The Fan Brothers Fiction Outcome: Setting Narrative Non-fiction Outcome: Diary to recount	Y1 Plural noun suffix -s -es Adding the suffix -est to adjectives Adding the suffixes -ing and -ed to verbs How the prefix un- changes the meaning of verbs and adjectives	Combining words to make sentences Joining words and clauses using 'and'	Sequencing sentences to form short narratives  Correct choice and consistent use of past and present tense throughout writing	Separation of words with spaces Capital letters and full stops Question marks Exclamation marks
	Y2 Use of the suffix -ly to turn adjectives into adverbs Form adjectives using suffixes -ful and -less	Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as a question and exclamation		

		Expanded Noun Phrases for description and specification		Apostrophes to mark where letters are missing in spelling and for singular possessions Commas to separate items in a list
Spring 1 The Bog Baby by Jean Willis Fiction Outcome: Finding Narrative Non-fiction Outcome: Instructions	Y1 How un- prefix changes the meaning of verbs and adjectives Adding the suffixes -ing and -ed to verbs	Combining words to make sentences Joining words and clauses using and	Sequencing sentences to form short narratives 	Separation of words with spaces Capital letters and full stops Question marks Exclamation marks
	Y2 Formation of adjectives using suffixes e.g. -ful, -less Use of the suffix -ly to turn adjectives into adverbs	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 command	Correct choice and consistent use of past and present tense throughout writing	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)
Spring 2 Grandad's Island by Benji Davies Fiction Outcome: Return Narrative Non-fiction Outcome: Animal information text	Y1 Adding the suffix -ing and -ed to verbs Recap plural noun suffix -s and -es Adding the suffix -est and -er to adjectives	Combining words to make sentences Joining words and clauses using 'and'	Sequencing sentences to form short narratives 	Separation of words with spaces Capital letters and full stops Question marks Exclamation marks
	Y2 Use of the suffixes -er & -est in adjectives Use of the suffix -ly to turn adjectives into adverbs	Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and an exclamation	Correct choice and consistent use of past and present tense throughout writing Learn how to use the progressive form of verbs in the present and past tense to mark actions in progress	Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences Apostrophes to mark singular possession in nouns

<p>Summer 1</p> <p>The King Who Banned the Dark by Emily Haworth-Booth</p> <p>Fiction Outcome: Banning Narrative</p> <p>Non-fiction Outcome: Letter to persuade</p>	<p>Y1 Recap plural noun suffix -s -es</p> <p>How un- prefix changes the meaning of verbs and adjectives</p> <p>Adding the suffix -ing and -ed to verbs</p>	<p>Combining words to make sentences</p> <p>Joining words and clauses using 'and'</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Capital letters and full stops</p> <p>Question marks</p>
<p>Summer 2</p> <p>Rosie Revere, Engineer by Andrea Beaty</p> <p>Fiction Outcome: Invention Narrative</p> <p>Non-fiction Outcome: Explanation Text</p>	<p>Y1 Adding the suffix -er and -est to adjectives</p> <p>Adding the suffixes -ing and -ed to verbs</p> <p>How un- prefix changes the meaning of verbs and adjectives</p>	<p>Combining words to make sentences</p> <p>Joining words and clauses using and, because, but and so</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Capital letters and full stops</p> <p>Question marks</p> <p>Exclamation marks</p>
	<p>Y2 Formation of nouns by compounding</p> <p>Use of the suffixes -er & -est in adjectives</p> <p>Use of the suffix -ly to turn adjectives into adverbs</p>	<p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but)</p> <p>How the grammatical patterns in a sentence indicates its function as an exclamation</p> <p>Expanded Noun Phrases for description and specification</p>	<p>Correct choice and consistent use of past and present tense throughout writing</p>	<p>Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Apostrophes to mark singular possession in nouns</p> <p>Commas to separate items in a list</p>

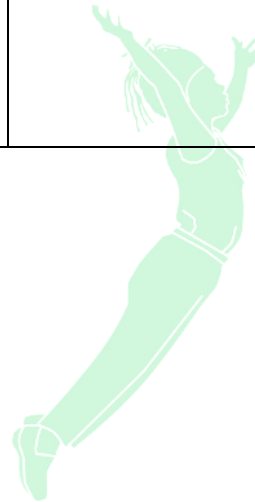
Y1&2 Mixed Age Planning: Cycle B

Texts	Word	Sentence	Text	Punctuation
<p>Autumn 1</p> <p>Old Bear by Jane Hissey</p> <p>Fiction Outcome: Finding Narrative</p> <p>Non-fiction Outcome: Message to inform and explain</p>	<p>Y1 Regular plural noun suffixes -s or -es</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives</p>	<p>Combining words to make sentences</p> <p>Joining words and clauses using 'and'</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Capital letters and full Stops</p>
	<p>Y2 Use the suffix -ly to turn adjectives into adverbs</p> <p>Use of the suffix -er in adjectives</p> 	<p>Expanded noun phrases for description and specification</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but)</p> <p>How the grammatical patterns in a sentence indicates its function as statement and question</p>	<p>Correct choice and consistent use of past and present tense throughout writing</p> 	<p>Use of capital letters, full stops and question marks to demarcate sentences</p>
<p>Autumn 2</p> <p>Rapunzel by Bethan Woolvin</p> <p>Fiction Outcome: Traditional Tale</p> <p>Non-fiction Outcome: 'How to..' to instruct</p>	<p>Y1 Reinforce plural noun suffix -s/ -es</p> <p>Suffix added to verbs - er</p>	<p>Combining words to make sentences</p> <p>Joining words and clauses using 'and'</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Capital letters and full stops</p>
	<p>Y2 Reinforce use of the suffix -ly to turn adjectives into adverbs</p> <p>Formation of adjectives using suffix -ful,</p>	<p>Expanded noun phrases for description and specification</p> <p>Co-ordination (or, and, but)</p> <p>How the grammatical patterns in a sentence indicates its function as a question and a command (link to bossy verbs)</p>	<p>Correct choice and consistent use of past and present tense throughout writing</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use apostrophes to mark where letters are missing in spelling</p>

<p>Spring 1</p> <p>Hermelin by Mini Grey</p> <p>Fiction Outcome: Detective Story</p> <p>Non-fiction Outcome: Letters to recount</p>	<p>Y1 Reinforce plural noun suffix -s -es</p> <p>How prefix un – changes the meaning of verbs and adjectives</p> <p>Adding suffixes -er and -est to adjectives</p> <p>Y2 Formation of adjectives using suffixes -ful -less</p> <p>Use of the suffixes –er & –est in adjectives</p> <p>Use of the suffix –ly to turn adjectives into adverbs</p>	<p>Combining words to make sentences</p> <p>Joining words and clauses using ‘and’</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but)</p> <p>How the grammatical patterns in a sentence indicates its function as a question and exclamation</p>	<p>Sequencing sentences to form short narratives</p> <p>Correct choice and consistent use of past and present tense throughout writing</p>	<p>Separation of words with spaces</p> <p>Capital letters and full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>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>Use apostrophes to mark singular possession in nouns</p> <p>Use apostrophes to mark where letters are missing in spelling</p>
<p>Spring 1</p> <p>Where the Wild Things Are by Maurice Sendak</p> <p>Fiction Outcome: Portal Story</p> <p>Non-fiction Outcome: Information text</p>	<p>Y1 Adding the suffixes ing ed er to verbs</p> <p>Adding the suffixes -er and -est to adjectives</p> <p>How the prefix un- changes the meaning of verbs and adjectives</p> <p>Y2 Use the suffix -er and -est in adjectives</p> <p>Use the suffix -ly to turn adjectives into adverbs</p>	<p>Combining words to make sentences</p> <p>Joining words and clauses using ‘and’</p> <p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but)</p> <p>How the grammatical patterns in a sentence indicates its function as an exclamation</p>	<p>Sequencing sentences to form short narratives</p> <p>Correct choice and consistent use of past and present tense throughout writing</p>	<p>Separation of words with spaces</p> <p>Capital letters and full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Capital Letters for names and personal pronoun - I</p> <p>Use of capital letters, full stops and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling</p>

		Expanded noun phrases for description and specification		
Summer 1 The Secret of Black Rock by Joe Todd Stanton Fiction Outcome: Return Narrative Non-fiction Outcome: Diary to recount	Y1 Reinforce plural noun suffix -s -es Adding suffixes -er and -est to adjectives Adding suffixes -ing and -ed to verbs Reinforce how prefix un – changes the meaning of verbs and adjectives	Combining words to make sentences Joining words and clauses using -and	Sequencing sentences to form short narratives 	Separation of words with spaces Capital letters and full stops Question marks Exclamation marks Capital Letters for names and personal pronoun - I
	Y2 Formation of nouns using suffixes e.g. -ness, -ful Formation of nouns by compounding Use of the suffixes -er and -est in adjectives Use the suffix -ly to turn adjectives into adverbs	Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as an exclamation Expanded noun phrases for description and specification	Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs.	Use of capital letters, full stops and exclamation marks to demarcate sentences Commas to separate items in a list Use apostrophes to mark where letters are missing in spelling
Summer 2 The Last Wolf by Mini Grey Fiction Outcome: Hunting Narrative	Y1 Reinforce plural noun suffix -s -es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives	Combining words to make sentences Joining words and clauses using 'and'	Sequencing sentences to form short narratives	Separation of words with spaces Capital letters and full stops Question marks Exclamation marks

<p>Non-fiction Outcome: Recipes to instruct</p>	<p>Use of the suffixes -er and -est in adjectives</p> <p>Formation of adjectives using suffixes -ful -less</p> <p>Formation of nouns using suffix -ness</p> <p>Use the suffix -ly to turn adjectives into adverbs</p>	<p>Subordination (using when, if, that, because)</p> <p>Co-ordination (or, and, but)</p> <p>How the grammatical patterns in a sentence indicates its function as a statement, question, exclamation and command (link to bossy verbs)</p> <p>Expanded noun phrases for description and specification</p>	<p>Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs</p>	<p>Use of capital letters, full stops and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Use apostrophes to mark singular possession in nouns</p> <p>Use apostrophes to mark where letters are missing in spelling</p>
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Ready Steady Write


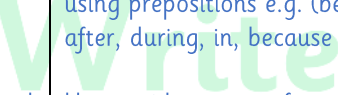
Y3&4 Mixed Age Planning: Cycle A

Texts	Word	Sentence	Text	Punctuation
Autumn 1 The Whale by Ethan Murrwo Fiction Outcome: Setting Narrative Non-fiction Outcome: newspaper report to recount	Y3 Formation of nouns using a range of prefixes e.g. auto- super- anti- sub- super- auto- dis-, mis- Adverbs ending in -ly suffixes: -ation, -ly, -ed, -er, -tion	Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) Use expanded noun phrases for description and specification	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Present perfect form of verbs in contrast to the simple past	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Inverted commas to punctuate speech Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
	Y4 Suffixes: -ation, -ly, -tion, -ous Verb inflections (we were instead of we was) Fronted adverbials	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
Autumn 2 Leaf by Sandra Dieckmann Fiction Outcome: Outsider Narrative Non-fiction Outcome: Information report to inform	Y3 Formation of nouns using a range of prefixes e.g. auto- super- anti- sub- super- auto- dis-, mis- Suffixes: -ing, -ly, -ed, -er, -ation, -ous Adverbs ending in -ly Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel	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) Use expanded noun phrases for description and specification	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	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
	Y4 Develop understanding of standard English forms for verb inflections Suffixes: -ation, -ly, -ous Grammatical difference between plural and possessive -s	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials Express time, place and cause using prepositions, e.g. before, after, during	Paragraphs to organise ideas around a theme Appropriate choice of noun and pronoun within and across sentences to aid cohesion and avoid repetition	Apostrophes for possession (plural nouns) Use commas after fronted adverbials

<p>Spring 1</p> <p>Arthur and the Golden Rope by Joe Todd Stanton</p> <p>Fiction Outcome: Myth Narrative</p> <p>Non-fiction Outcome: 'How to..' guide to inform</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>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>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p>	<p>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>Y4 Grammatical difference between plural and possessive -s</p> <p>Suffixes: -ation, -ly, -ous</p>	<p>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>Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme, with headings and sub headings</p>	<p>Apostrophes for possession (plural nouns)</p> <p>Use commas after fronted adverbials</p>
<p>Spring 2</p> <p>The Lost Happy Endings by Carol Ann Duffy</p> <p>Fiction Outcome: Twisted Narrative</p> <p>Non-fiction Outcome: Letter to persuade</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>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>Introduction to paragraphs as a way to group related material</p> <p>Present perfect form of verbs</p>	<p>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>Y4 Suffixes: -tion, -sion</p> <p>Grammatical difference between plural and possessive -s</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</p> <p>Fronted adverbials</p>	<p>Paragraphs to organise ideas around a theme</p> <p>Use adverbials and conjunctions for cohesion</p>	<p>Inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes for possession (plural nouns)</p>

	Develop understanding of standard English forms for verb inflections (we were instead of we was)			Use commas after fronted adverbials
Summer 1 The Journey by Francesca Sanna Fiction Outcome: Refugee Narrative Non-fiction Outcome: Diary to recount	Y3 Word families based on common words showing how words are related in form and meaning Formation of nouns using a range of prefixes e.g. auto- super- anti un- -dis -mis -im -in Suffixes: -sure, -ture, -ly, -er, -less, -ness Adverbs ending in -ly	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)	Introduction to paragraphs as a way to group related material 	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Inverted commas to punctuate speech Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
	Y4 Suffixes: -sure, -ture, -ly Verb inflections (we were instead of we was) Grammatical difference between plural and possessive -s	Fronted adverbials 	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials
Summer 2 Manfish by Jennifer Berne Fiction Outcome: Invention Narrative Non-fiction Outcome: Biography to recount	Y3 Formation of nouns using a range of prefixes e.g. auto- inter- anti- Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel Adverbs ending in -ly	Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Use expanded noun phrases for description and specification	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Present perfect form of verbs	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Inverted commas to punctuate speech Commas to separate items in a list Apostrophes to mark singular possession in nouns
	Y4 Verb inflections (we were instead of we was)] Suffixes: -tion, -sion	Fronted adverbials	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Use of a comma after the reporting clause and use of end punctuation within inverted commas. Use commas after fronted adverbials

Y3&4 Mixed Age Planning: Cycle B

Texts	Word	Sentence	Text	Punctuation
<p>Autumn 1</p> <p>The Iron Man by Ted Hughes</p> <p>Fiction Outcome: Approaching Threat Narrative</p> <p>Non-fiction Outcome: Trap Explanation to explain</p>	<p>Y3 Formation of nouns using a range of prefixes e.g. im-</p> <p>Suffixes: -ion, -ation, -ture, -sure, -ly</p> <p>Using a or an correctly</p>	<p>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, there, soon, after</p> <p>Expressing time, place and cause using prepositions e.g. before, during, after, in</p> <p>Use expanded noun phrases for description and specification</p> <p>Learn how to use subordination (reinforce from Y2)</p>		<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p> <p>Use commas to separate items in a list</p>
	<p>Y4 Grammatical difference between plural and possessive -s</p> <p>Verb inflections (we were instead of we was)</p> <p>Suffixes: -ion, -ation, -ture, -sure, -ly</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</p> <p>Fronted adverbials</p>	<p>Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme, with headings and sub headings</p>	<p>Use commas after fronted adverbials</p>
<p>Autumn 2</p> <p>Fox by Margaret Wild</p> <p>Fiction Outcome: Fable Narrative</p> <p>Non-fiction Outcome: Animal report to inform</p>	<p>Y3 Formation of nouns using a range of prefixes e.g. un-, re-</p> <p>Use the forms 'a' or 'an' according to whether the next word begins with a vowel or a consonant</p> <p>Learn how to use -ly in Standard English to turn adjectives into adverbs (Y2 reinforcement)</p>	<p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p> <p>Use a wider range of conjunctions, e.g. when, if, because, although</p>		<p>Use of inverted commas to punctuate direct speech</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark singular possession in nouns</p>

	<p>Y4 Grammatical difference between plural and possessive -s</p> <p>Verb inflections (we were instead of we was)</p> <p>Suffixes: -ation, ly</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</p> <p>Fronted adverbials</p>	<p>Paragraphs to organise ideas around a theme, with headings and sub headings</p> <p>Nouns or pronouns to aid cohesion and avoid repetition</p>	<p>Apostrophes for plural possession</p> <p>Use commas after fronted adverbials</p> <p>Inverted commas and other punctuation to indicate direct speech</p>
<p>Spring 1</p> <p>The Rhythm of the Rain by Grahame Baker Smith</p> <p>Fiction Outcome: Setting Narrative</p> <p>Non-fiction Outcome: Leaflet to inform</p>	<p>Y3 Use of the forms a or an when next word starts with a consonant or a vowel</p> <p>Suffixes: -ion, -ation, -ture, -sure, -ly</p>	<p>Use a wider range of conjunctions, e.g. when, if, because, although</p> <p>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>Introduction to paragraphs as a way to group related material</p> <p>Develop understanding of using the present perfect form of verbs in contrast to the simple past</p>	<p>Apostrophes to mark singular possession in nouns</p> <p>Learn how to use commas to separate items in a list (Y2 reinforcement)</p>
	<p>Y4 Verb inflections (we were instead of we was)</p> <p>Grammatical difference between plural and possessive -s</p> <p>Suffixes: -ation, -ture, -ous -ly</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</p> <p>Fronted adverbials</p>	<p>Paragraphs to organise ideas around a theme, with headings and sub-headings</p> <p>Nouns or pronouns to aid cohesion and avoid repetition</p>	<p>Apostrophes for plural possession (None in Example Texts, but use in Sentence Accuracy)</p> <p>Use commas after fronted adverbials</p>
<p>Spring 2</p> <p>Jemmy Button by Alex Barzelay</p> <p>Fiction Outcome: Return Narrative</p> <p>Non-fiction Outcome: Letter to recount</p>	<p>Y3 Use of the forms a or an when next word starts with a consonant or a vowel</p> <p>Word families based on common words showing how words are related in form and meaning</p> <p>Prefixes dis-, in- Suffixes -tion</p>	<p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p> <p>Develop understanding by expressing time, place and cause using adverbs e.g. then, next, soon, therefore</p> <p>Use a wider range of conjunctions, e.g. when, if, because, although</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Develop understanding of using the present perfect form of verbs in contrast to the simple past</p>	<p>Inverted commas to punctuate direct speech</p>

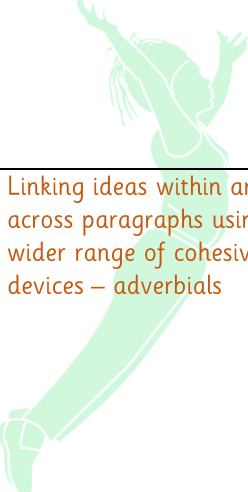
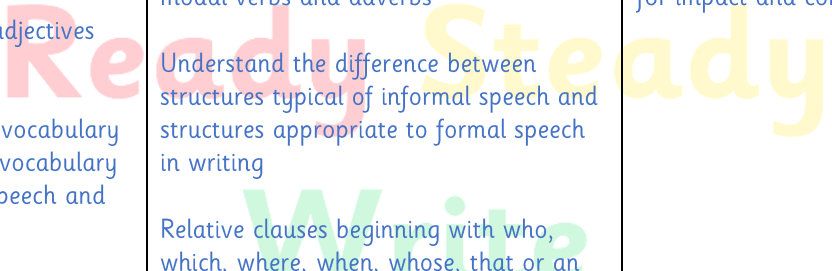
	<p>Y4 Verb inflections (we were instead of we was)</p> <p>Grammatical difference between plural and possessive -s</p> <p>Suffixes -tion, -cian</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</p> <p>Fronted adverbials</p>	<p>Paragraphs to organise ideas around a theme</p> <p>Nouns or pronouns to aid cohesion and avoid repetition</p>	<p>Inverted commas and other punctuation to indicate direct speech</p> <p>Use commas after fronted adverbials</p>
<p>Summer 1</p> <p>Egyptology by Dugald Steer</p> <p>Fiction Outcome: Egyptian Mystery Narrative</p> <p>Non-fiction Outcome: Secret diary to recount / inform</p>	<p>Y3 Prefixes e.g. un-, re- Suffixes -tion, -ly</p> <p>Use of the forms a or an when next word starts with a consonant or a vowel</p> <p>Word families based on common words showing how words are related in form and meaning</p>	<p>Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)</p> <p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p>	<p>Inverted commas to punctuate direct speech</p>
	<p>Y4 Verb inflections (we were instead of we was)</p> <p>Suffixes -tion, -sion, -ly</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</p> <p>Fronted adverbials</p>	<p>Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme</p>	<p>Apostrophes for plural possession</p> <p>Inverted commas and other punctuation to indicate direct speech</p> <p>Use commas after fronted adverbials</p>
<p>Summer 2</p> <p>Into the Forest by Anthony Browne</p> <p>Fiction Outcome: Lost Narrative</p> <p>Non-fiction Outcome: Newspaper report to recount</p>	<p>Y3 Formation of nouns using a range of prefixes e.g. dis- Suffixes -ly, -tion</p> <p>Use of the forms a or an when next word starts with a consonant or a vowel</p> <p>Word families based on common words showing how words are related in form and meaning</p>	<p>Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)</p> <p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p>	<p>Present perfect form of verbs in contrast to the simple past</p> <p>Headings and sub-headings to aid presentation</p>	<p>Inverted commas to punctuate direct speech</p>
	<p>Verb inflections (we were instead of we was)</p> <p>Suffixes -ly, -tion</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</p> <p>Fronted adverbials</p>	<p>Nouns or pronouns to aid cohesion and avoid repetition</p>	<p>Apostrophes for plural possession (None in Example Texts, but use in Sentence Accuracy)</p>

			Paragraphs to organise ideas around a theme, with headings and sub-headings	Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
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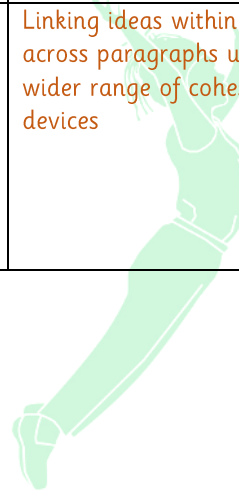
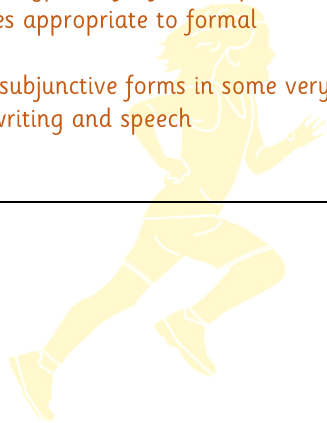
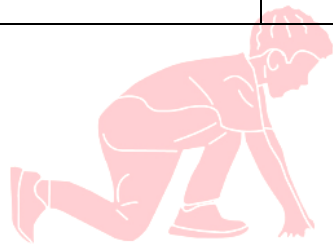
Y5&6 Mixed Age Planning: Cycle A

Texts	Word	Sentence	Text	Punctuation
Autumn 1 Rose Blanche by Roberto Innocenti Non-fiction Outcomes: Diary to recount Bravery speech to recount and inform	Y5 Suffixes -able, -ible The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Linking ideas across paragraphs, using adverbials 	Use commas to clarify meaning and avoid ambiguity Commas for parenthesis
	Y6 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	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		Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials
Autumn 2 A Story Like the Wind by Gill Lewis Fiction Outcome: Flashback Narrative Non-fiction Outcome: Newspaper report	Y5 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	Indicate degrees of possibility using modal verbs and adverbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Use a range of sentence types for impact and cohesion 	Inverted commas to indicate direct speech (Y4) Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) Commas for parenthesis
	Y6 Understand how words are related by meaning as synonyms and antonyms	Using expanded noun phrases to convey complicated information concisely		Use headings, sub-headings, columns and captions to structure information

	Convert nouns or adjectives into verbs using suffixes (revision from Y5)	The difference between structures typical of informal speech and structures appropriate to formal speech and writing		Use range of punctuation taught at KS2 (Speech punctuation)
Spring 1 The Origin of the Species Fiction Outcome: Discovery Narrative Non-fiction Outcome: Animal adaptation explanation	Y5 Suffixes -able, -ible, -cial, -ent, -ial 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	Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Linking ideas across paragraphs, using adverbials and conjunctions Use a range of sentence types for impact and cohesion	Semi-colons to separate the boundary between independent clauses Dashes to mark boundaries between independent clauses Commas and brackets for parenthesis Inverted commas to indicate direct speech (Y4) Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4)
	Y6 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 Use the subjunctive forms in some very formal writing and speech Suffixes -ent, -ence, -ency	Using expanded noun phrases to convey complicated information concisely The difference between structures typical of informal speech and structures appropriate to formal	Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information	Use semi-colons, colons and dashes to mark the boundary between independent clauses Use colons to introduce a list
Spring 2 Wolves Fiction Outcome: Hunted Narrative	Y5 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	Indicate degrees of possibility using modal verbs and adverbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing	Use a range of devices to build cohesion, eg conjunctions Use a range of sentence types for impact and cohesion	Use commas to clarify meaning and avoid ambiguity Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4)

<p>Non-fiction Outcomes: Documentary Narrative Balanced Argument</p>	<p>appropriate to formal speech and writing</p> <p>Use a thesaurus with confidence</p> <p>Y6 Understand how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing.</p> <p>Suffixes -ance</p>	<p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>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 sentence</p> <p>Use the subjunctive forms in some very formal writing and speech</p>	<p>Using cohesive devices, e.g. synonyms</p> <p>Accurate tense choices throughout the writing</p>	<p>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>Summer 1</p> <p>Shackleton's Journey by William Grill</p> <p>Fiction Outcome: Endurance Narrative Non-fiction Outcome: Biography</p>	<p>Y5 Suffixes -cious, -ant, -ance</p> <p>Verb prefixes re-, dis-</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing</p> <p>Use a thesaurus with confidence</p> <p>Y6 Understand how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing</p> <p>Suffixes -ant, -ance, -ent, -ence</p>	<p>Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg 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>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 sentence</p>	<p>Linking ideas across paragraphs, using adverbials</p> <p>Use a range of sentence types for impact and cohesion</p> <p>Using headings and sub-headings to organise information</p>	<p>Use commas to clarify meaning and avoid ambiguity</p> <p>Indicate parenthesis using brackets</p> <p>Use semi-colons and dashes to mark the boundary between independent clauses</p> <p>Use commas to clarify meaning and avoid ambiguity</p>
<p>Summer 2</p>	<p>Y5 Suffixes -cious, -ant, -ance</p>	<p>Indicate degrees of possibility using modal verbs and adverbs</p>	<p>Use a range of devices to build cohesion, eg conjunctions and pronouns</p>	<p>Commas and dashes for parenthesis</p>

<p>Hansel and Gretel by Neil Gaman</p> <p>Fiction Outcome: Dual Narrative</p> <p>Non-fiction Outcome: Letter to persuade</p>	<p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing</p> <p>Use a thesaurus with confidence</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>Use a range of sentence types for impact and cohesion</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>
	<p>Y6 Understand how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing</p>	<p>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>	<p>Linking ideas within and across paragraphs using a wider range of cohesive devices</p>	<p>Use semi-colons, colons and dashes as the boundary between independent clauses</p> <p>Use hyphens to avoid ambiguity</p>



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Y5&6 Mixed Age Planning: Cycle B

Texts	Word	Sentence	Text	Punctuation
Autumn 1 When we Walked on the Moon by David Long Fiction Outcome: Exploration Narrative Non-fiction Outcomes: Formal report to recount	Y5 Develop an understanding of the use of verb prefixes Suffixes -ent, -ance, -ency	Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding and use relative clauses	Use of a range of sentence types for impact and cohesion	Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)
	Y6 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 Suffixes -ent, -ance, -ency	The difference between structures typical of informal speech and structures appropriate to formal Use of the passive to affect the presentation of information in a sentence	Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms Using headings and sub-headings to organise information	Use commas, brackets and dashes for parenthesis Use range of punctuation precisely to enhance meaning Punctuation of bullet points (when modelling planning)
Autumn 2 FArTHER by Grahame Baker Smith Fiction Outcome: Setting Narrative Non-fiction Outcome: Letter to inform	Y5 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Develop understanding of the use of verb prefixes Suffixes -ant, -ance, -ence, -cious, -tious	Indicate degrees of possibility using modal verbs Develop understanding of noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Use fronted adverbials	Develop understanding in using devices to build cohesion within a paragraph	Use commas after fronted adverbials Use commas, brackets and dashes for parenthesis
	Y6 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	Using expanded noun phrases to convey complicated information concisely The difference between structures typical of informal speech and structures appropriate to formal	Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition,	Use commas, brackets and dashes for parenthesis Use range of punctuation precisely to enhance meaning (through editing)

			ellipsis, pronouns and synonyms	Punctuation of bullet points (when modelling planning)
Spring 1 The Hound of the Baskervilles Fiction Outcome: Cliff hanger Narrative Non-fiction Outcome: Formal event report to inform	Y5 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 Suffixes -ent, -ance, -ency, -ible	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Develop understanding in using devices to build cohesion within a paragraph	Use commas for parenthesis Use commas to clarify meaning and avoid ambiguity
	Y6 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices Suffixes -ent, -ance, -ency, -ible	Use of the passive to affect the presentation of information in a sentence The difference between structures typical of informal speech and structures appropriate to formal	Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms Accurate tense choices throughout the writing.	Use range of punctuation precisely to enhance meaning Use colons to introduce an important point Use commas to clarify meaning and avoid ambiguity
Spring 2 The Promise by Nicola Davies Fiction Outcome: Character Narrative Non-fiction Outcome: Bargain Letter to persuade	Y5 Develop understanding and use of verb prefixes Suffix -tious	Indicate degrees of possibility using modal verbs. Indicate degrees of possibility using modal verbs.	Develop understanding in using devices to build cohesion within a paragraph	Use commas for parenthesis
	Y6 The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices Suffix -tious	Understand the difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely	Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition, ellipsis, pronouns and synonyms	Use range of punctuation precisely to enhance meaning Use dashes to mark the boundary between independent clauses Hyphens used to avoid ambiguity

<p>Summer 1</p> <p>The Lost Book of Adventure by Unknown Adventurer</p> <p>Fiction Outcome: Survival Narrative</p> <p>Non-fiction Outcome: Survival guide to explain</p>	<p>Y5 Develop understanding and use of verb prefixes</p> <p>Converting nouns or adjectives into verbs using suffixes</p> <p>Suffix -ence, -ance, -cious</p>	<p>Indicate degrees of possibility using adverbs</p> <p>Indicate degrees of possibility using modal verbs</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p>Develop understanding in using devices to build cohesion within a paragraph</p>	<p>Use commas for clarity and to avoid ambiguity</p> <p>Indicate parenthesis using brackets</p>
<p>Summer 2</p> <p>King Kong by Anthony Browne</p> <p>Fiction Outcome: Dilemma Narrative</p> <p>Non-fiction Outcome: Balanced argument to discuss</p>	<p>Y5 Converting nouns or adjectives into verbs using suffixes</p> <p>Suffix -tious, -ant, -ent</p>	<p>Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Develop understanding of expanded noun phrases to convey complicated information concisely</p> <p>Indicate degrees of possibility using modal verbs</p>	<p>Develop understanding in using devices to build cohesion within a paragraph</p>	<p>Use commas for clarity and to avoid ambiguity</p> <p>Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4)</p> <p>Indicate parenthesis using brackets</p>
	<p>Y6 Understand how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices</p>	<p>The difference between structures typical of informal speech and structures appropriate to formal</p> <p>Use of the passive to affect the presentation of information in a sentence</p>	<p>Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, repetition,</p>	<p>Colons to introduce a list and semi-colons for more elaborate lists (link to the features of the beast)</p> <p>Use commas, brackets and dashes for parenthesis</p>

	Suffix -tious, -ant, -ent	Using expanded noun phrases to convey complicated information concisely	ellipsis, pronouns and synonyms Accurate tense choices throughout the writing	Use range of punctuation precisely to enhance meaning (through editing) Hyphens used to avoid ambiguity
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Ready Steady
Write