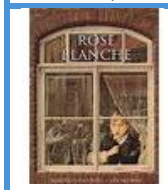
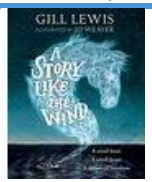
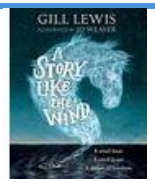
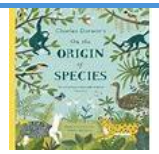
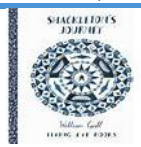
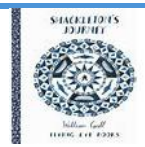
Ready Steady Write Progression Overview Year 6

A	B	C	D	E	F
Rose Blanche by Ian McEwan	**A Story Like the Wind** by Gill Lewis	**On the Origin of Species** by Sabina Radeva	**The Ways of the Wolf** by Smriti Prasadam-Halls	**Shackleton's Journey** by William Grill	**Paradise Sands** by Levi Pinfold
 	 	 	  	 	 
Outcome: Diary	**Outcome:** Bravery Award Speech	**Outcome:** Flashback Narrative	**Outcome:** Newspaper Report	**Outcome:** Discovery Narrative	**Outcome:** Explanation Text
Purpose: To recount	**Purpose:** To recount & inform	**Purpose:** To narrate	**Purpose:** To report	**Purpose:** To narrate	**Purpose:** To explain
Outcome: Documentary Narrative	**Outcome:** Balanced Argument	**Outcome:** Hunted Narrative	**Outcome:** Endurance Narrative	**Outcome:** Biography	**Outcome:** First-Person Narrative	**Outcome:** Warning Letter
Purpose: To narrate	**Purpose:** To discuss	**Purpose:** To narrate	**Purpose:** To narrate	**Purpose:** To recount	**Purpose:** To narrate	**Purpose:** To warn

Grammar: Word					
Build on previous year & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms Converting nouns into verbs using suffixes (reinforce from Y5) The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing- informality of direct quote contrasting with formality of vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone
Grammar: Sentence					
Build on previous year & focus on: The difference between structures typical of informal speech and structures appropriate to formal- use of question tags in informal speech Develop understanding of the passive to affect the presentation of information in a sentence	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely Use the subjunctive forms in some very formal writing and speech	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence Use the subjunctive forms in some very formal writing and speech	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal speech in writing Use of the subjunctive form in some very formal speech and writing
Grammar: Text					
Build on previous year & focus on: using a wider range of cohesive devices - adverbials	Build on previous units & focus on: Use headings, sub-headings, columns and captions to structure information	Build on previous units & focus on: Use headings and sub-headings to structure information	Build on previous units & focus on: Using cohesive devices, e.g. synonyms Accurate tense choices throughout the writing	Build on previous units & focus on: Using headings and sub-headings to organise information	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices
Grammar: Punctuation					

Build on previous year & focus on: Semi-colons within detailed lists Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Dashes and commas to indicate parenthesis	Build on previous units & focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses	Build on previous units & focus on: Use dashes, colons and semi-colons to mark the boundary between independent clauses Use colons to introduce a list	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity Use colons to introduce a list Use semi-colons within lists	Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity
Terminology for Pupils					
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					

Ready Steady Spelling: Year 6 Termly Progression Overview

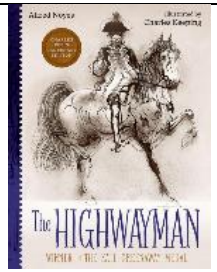
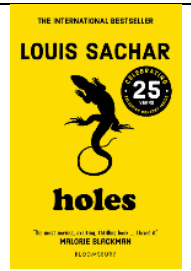
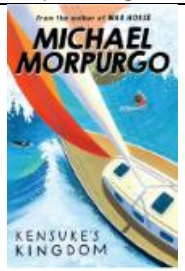
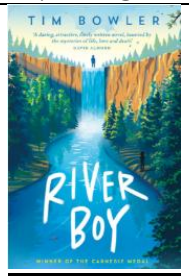
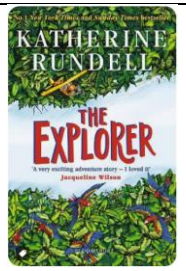
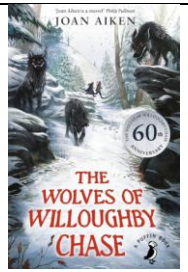
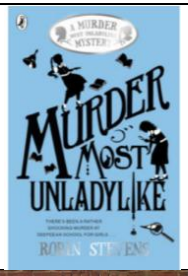
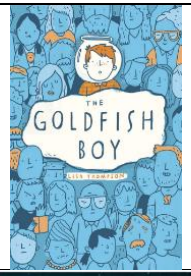
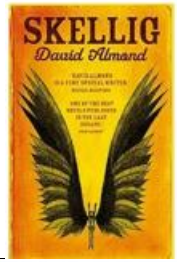
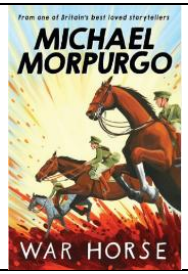
Year 6	TEACHING RULES AND GUIDANCE FOR SPELLING: STATUTORY NATIONAL CURRICULUM	Statutory Word List
Autumn 1	**Introduce:** Endings which sound like /sh/ + /ə/ + /s/ spelt **-cious** or **-tious** **Introduce:** Endings which sound like /sh/ + /ə/ + /l/ spelt **-cial, -tial** **Introduce:** Words ending in **-able** and **-ible** **Introduce:** Words ending in **-ably** and **-ibly** **Introduce:** Adding prefixes **tele-, audio-**	**leisure, government, harass, hindrance, identity, cemetery, sacrifice, secretary, mischievous, existence, committee, communicate, conscience, conscious, community,**
Autumn 2	**Introduce:** Words ending in **-ant, -ance/-ancy, -ent, -ence/-ency** **Embed Year 5:** Adding suffixes beginning with vowels to words ending in **-fer** (r is doubled if the -fer is still stressed when ending is added) **Embed Year 5:** Adding suffixes beginning with vowels to words ending in **-fer** (r is not doubled if the -fer is no longer stressed) **Reinforce:** Endings which sound like /sh/ + /ə/ + /s/ spelt **-cious** or **-tious** **Reinforce:** Endings which sound like /sh/ + /ə/ + /l/ spelt **-cial, -tial** **Embed Year 5:** Words containing the letter string **-ough** **Introduce:** Adding suffix **trans-**	**nuisance, yacht, pronunciation, neighbour, correspond, disastrous, ancient, category, guarantee, controversy, convenience, aggressive, amateur**
Spring 1 Spring 2 Summer 1	***Revise: Year 3 & 4 and Year 5 & 6 Statutory National Curriculum Content**	***Revise:** Years 3 & 4 and Years 5 & 6
Summer 2	**Revisit key spelling rules and guidance based upon the needs of the pupils** **Revisit spelling strategies** **Application in writing**	

/ə/ Sound can be pronounced as a short /er/ e.g. found at the end of box**er** or /u/ e.g. found at the start of **u**p

* **'Revise'** statutory Year 3 & 4 and Year 5 & 6 content that has been '**introduced**'

Reading at Woodlands

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Guided Reading						
Story Time						
Literacy	