



# Ready Steady Write Plus+

## Unit Focus & Grammar Coverage



Enrichment

Curriculum





Additional

# Ready Steady Write Plus: Grammar coverage in EYFS units





## EYFS Additional Units: Grammar Coverage

Curriculum: KUW	Enrichment: Olympics	Additional	Enrichment: Environment
<b>The River</b> 	<b>Ready Steady Mo!</b> 	<b>Mr Gumpy's Outing</b> 	<b>Saving Mr Hoot</b> 
<b>Outcome – River Story</b>	<b>Outcome – Olympics Story</b>	<b>Outcome 1 – Search &amp; Return Story Outcome 2 – Invitation</b>	<b>Outcome – Environment Story</b>
<b>Grammar: Word</b>			
<p>Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught GPCs. This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts until new graphemes have been taught. There is an emphasis in this progression document on the role of mark making and writing as forms of communication. Children will be at different stages of development from mark making for meaning to writing sentences. Children's physical development and letter formation knowledge will also be developing at different rates, influencing their ability to write in sentences.</p> <p style="text-align: center;">*Words shown below need to be in line with phonics scheme being followed by your school.</p>			
Represent words in print, segmenting using growing number of GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words: is, I, the, to, go, so, my, by, we, they, all, was, have, like, some	Represent words in print, segmenting using growing number of GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words: is, I, the, he, said, have, like, some, come, all	Represent words in print, segmenting using growing number of GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words have, like, some, come, you, all	Represent words in print, segmenting using growing number of GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words: is, I, the, to, into, no, go, so, he, be, was, by, you, they, all, are, have, like
<b>Grammar: Sentence</b>			
Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others Re-read what they have written to check that it makes sense <b>Write:</b> Combining words to make labels, captions, lists, phrases and short sentences Joining words and clauses using connectives (e.g. but, because, and) Teacher to model, support and encourage independence in the correct use of the Sentence Accuracy Checker	Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others Re-read what they have written to check that it makes sense <b>Write:</b> Combining words to make labels, captions, lists, phrases and short sentences Joining words and clauses using connectives (e.g. but, because, and) Teacher to model, support and encourage independence in the correct use of the Sentence Accuracy Checker	Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others Re-read what they have written to check that it makes sense <b>Write:</b> Combining words to make labels, captions, lists, phrases and short sentences Joining words and clauses using connectives (e.g. but, because, and) Teacher to model, support and encourage independence in the correct use of the Sentence Accuracy Checker	Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others Re-read what they have written to check that it makes sense <b>Write:</b> Combining words to make labels, captions, lists, phrases and short sentences Joining words and clauses using connectives (e.g. but, because, and) Teacher to model, support and encourage independence in the correct use of the Sentence Accuracy Checker
<b>Grammar: Text</b>			
Learn new vocabulary from texts Recognise four parts of a simple narrative – opening, build up, problem and ending Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems Retell the story - some as exact repetition and some in own words including; Once, Every day, Suddenly, Then one morning, Finally Sequence sentences to form short written narratives	Learn new vocabulary from texts Recognise four parts of a simple narrative – opening, build up, problem and ending Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems Retell the story - some as exact repetition and some in own words Sequence sentences to form short written narratives	Learn new vocabulary from texts Recognise four parts of a simple narrative – opening, build up, problem and ending Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems Retell the story - some as exact repetition and some in own words including; Once upon a time, Then, Suddenly and Late that night Sequence sentences to form short written narratives	Learn new vocabulary from texts Recognise four parts of a simple narrative – opening, build up, problem and ending Retell stories making use of recently introduced vocabulary from known stories, non-fiction and poems Retell the story - some as exact repetition and some in own words including; At bed time, Every night, Suddenly, The next day, The very next morning, Just then Sequence sentences to form short narratives
<b>Grammar: Punctuation</b>			
Letter formation Separation of words with spaces Capital letters Personal pronoun – he Full Stops Capital Letters for names	Letter formation Separation of words with spaces Capital letters Personal pronoun – he Full Stops Capital Letters for names	Letter formation Separation of words with spaces Capital letters Personal pronoun – he Full Stops Capital Letters for names	Letter formation Separation of words with spaces Capital letters Personal pronoun – he Full Stops Capital Letters for names
<b>Terminology for Pupils</b>			
letter, capital letter, word, sentence, full stop, question mark			






# Ready Steady Write Plus: Grammar coverage in Year 1 units

Year 1 Additional Units – Grammar Coverage			
Curriculum: Science	Enrichment: Olympics	Additional	Enrichment: Environment
The Adventures of Egg Box Dragon 	Splash 	There's a Tiger in the Garden 	Last Tree in the City 
Outcome - Instructions	Outcome – Achievement Narrative	Outcome 1 – Search & Return Narrative Outcome 2 – Invitation	Outcome – Environment Narrative
Grammar: Word			
Regular plural noun suffix -s or -es Adding the suffixes -ing, -ed and -er to verbs How the prefix un- changes the meaning of verbs and adjectives	Regular plural noun suffix -s or -es Adding the suffixes -ing, -ed and -er to verbs	Adding the suffixes -ing, -ed and -er to verbs	Adding the suffixes -ing, -ed and -er to verbs How the prefix un- changes the meaning of verbs and adjectives
Grammar: Sentence			
Combining words to make sentences Joining words and clauses using 'and'	Combining words to make sentences Joining words and clauses using 'and'	Combining words to make sentences Joining words and clauses using 'and'	Combining words to make sentences Joining words and clauses using 'and'
Grammar: Text			
Sequencing sentences	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives
Grammar: Punctuation			
Separation of words with spaces Capital letters Full stops Question mark	Separation of words with spaces Capital letters Full stops Exclamation mark	Separation of words with spaces Capital letters Full stops Capital Letters for names and personal pronoun - I	Separation of words with spaces Capital letters Full stops Question mark Capital Letters for names and personal pronoun - I
Terminology for Pupils			
letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation			

# Ready Steady Write Plus: Grammar coverage in additional Year 2 units





Year 2 Additional Units – Grammar Coverage			
Curriculum: Science	Enrichment: Olympics	Additional	Enrichment: Environment
Bloom 	Sportopedia 	Jack and the Baked Beanstalk 	Tidy 
Outcome – Diary Entry	Outcome – Olympic Sport Guide	Outcome 1 – Persuasive Letter Outcome 2 – Twisted Tale Narrative	Outcome – Rebuild Environment Narrative
Grammar: Word			
Formation of nouns by compounding Formation of adjectives using suffixes e.g. -ful, -less	Suffixes -er & -est in adjectives Use of the suffix -ly to turn adjectives into adverbs	Formation of nouns by compounding Formation of adjectives using suffixes e.g. -ful, -less Use of the suffix -ly to turn adjectives into adverbs	Use of the suffix -ly to turn adjectives into adverbs
Grammar: Sentence			
Coordination (so, or, and, but) Expanded noun phrases for description and specification	Coordination (so, or, and, but) Learn that the grammatical patterns in a sentence indicate its function as a question or command	Subordination (when, if, that, because) Coordination (so, or, and, but) Expanded noun phrases for description and specification Learn that the grammatical patterns in a sentence indicate its function as a question or exclamation	Subordination (when, if, that, because) Coordination (so, or, and, but) Expanded noun phrases for description and specification
Grammar: Text			
Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Correct choice and consistent use of past and present tense throughout writing	Correct choice and consistent use of past and present tense throughout writing	Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs
Grammar: Punctuation			
Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions)	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Use apostrophes to mark singular possession in nouns
Terminology for Pupils			
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma			

# Ready Steady Write Plus: Grammar coverage in Year 3 units

Year 3 Additional Units – Grammar Coverage				
Enrichment: Shakespeare	Curriculum: Science	Enrichment: Olympics	Additional	Enrichment: Environment
<p>A Stage Full of Shakespeare Stories: A Midsummer Night's Dream</p> 	<p>Wisp</p> 	<p>Little People, Big Dreams: Usain Bolt</p> 	<p>Seen and Not Heard</p> 	<p>Dear Earth</p> 
Outcome – Potion Recipe	Outcome – Promise Narrative	Outcome – Olympian Recount	Outcome 1 – Mischief Narrative Outcome 2 – Instructions	Outcome – Description Letter
Grammar: Word				
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	Formation of nouns using a range of prefixes e.g. auto- super- anti- un- -dis - mis -im -in Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel	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	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	Use of the forms 'a' or 'an' when next word starts with a consonant or a vowel
Grammar: Sentence				
Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in	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, there, soon, after	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, during, after, in	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, there, soon, after	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, during, after, in
Grammar: Text				
Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Introduction to paragraphs as a way to group related material	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Present perfect form of verbs	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Introduction to paragraphs as a way to group related material Present perfect form of verbs
Grammar: Punctuation				
N/A	Inverted commas to punctuate direct speech	N/A	Inverted commas to punctuate direct speech	N/A
Terminology for Pupils				
preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas				




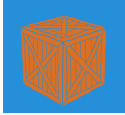

# Ready Steady Write Plus: Grammar coverage in Year 4 units

## Year 4 Additional Units – Grammar Coverage

Enrichment: Shakespeare	Curriculum: Science	Enrichment: Olympics	Additional	Enrichment: Environment
A Stage Full of Shakespeare Stories: The Tempest 	The Great Kapok Tree 	The Corinthian Girl 	Leon and the Place Between	The Secret Sky Garden 
Outcome – Storm Summoning Narrative	Outcome – Persuasive Letter	Outcome – Success Narrative	Outcome 1 – Biography/Recount Outcome 2 – Adversity Narrative	Outcome – Transformation Narrative
<b>Grammar: Word</b>				
Grammatical difference between plural and possessive -s	Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Grammatical difference between plural and possessive -s	Develop understanding of standard English forms for verb inflections (we were instead of we was)	Grammatical difference between plural and possessive -s
<b>Grammar: Sentence</b>				
Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials
<b>Grammar: Text</b>				
Paragraphs to organise ideas around a theme Appropriate choice of noun within and across sentences to aid cohesion and avoid repetition	Paragraphs to organise ideas around a theme Appropriate choice of noun within and across sentences to aid cohesion and avoid repetition	Paragraphs to organise ideas around a theme Appropriate choice of pronoun within and across sentences to aid cohesion and avoid repetition	Paragraphs to organise ideas around a theme, with headings and subheadings Appropriate choice of pronoun within and across sentences to aid cohesion and avoid repetition	Paragraphs to organise ideas around a theme
<b>Grammar: Punctuation</b>				
Use commas after fronted adverbials Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns)	Use commas after fronted adverbials Apostrophes for possession (plural nouns)	Use commas after fronted adverbials Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns)	Use commas after fronted adverbials	Use commas after fronted adverbials Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns)
<b>Terminology for Pupils</b>				
determiner, pronoun, possessive pronoun, adverbial				





# Ready Steady Write Plus: Grammar coverage in Year 5 units

## Year 5 Additional Units – Grammar Coverage

Enrichment: Shakespeare	Curriculum: Science	Enrichment: Olympics	Additional	Enrichment: Environment
A Stage Full of Shakespeare Stories: Macbeth 	Wild is the Wind 	Long-Armed Ludy 	Henry's Freedom Box 	Greta and the Giants 
Outcome – Persuasive Letter	Outcome – Journey Narrative	Outcome – Gratitude Speech	Outcome 1 – Diary Outcome 2 – Biography	Outcome – Environment Narrative
<b>Grammar: Word</b>				
Develop an understanding of the use of verb prefixes (un-, de-, re-, over-, dis-, mis-)	Develop an understanding of the use of verb prefixes (un-, de-, re-, over-, dis-, mis-)	Converting nouns or adjectives into verbs using suffixes	Develop an understanding of the use of verb prefixes (un-, de-, re-, over-, dis-, mis-)	Converting nouns or adjectives into verbs using suffixes
<b>Grammar: Sentence</b>				
Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicate degrees of possibility using modal verbs	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Expanded noun phrases to convey complicated information concisely (Y6)	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicate degrees of possibility using modal verbs	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely (Y6)	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Expanded noun phrases to convey complicated information concisely (Y6)
<b>Grammar: Text</b>				
Develop understanding in using devices to build cohesion within a paragraph	Develop understanding in using devices to build cohesion within a paragraph	Develop understanding in using devices to build cohesion within a paragraph	Develop understanding in using devices to build cohesion within a paragraph	Develop understanding in using devices to build cohesion within a paragraph
<b>Grammar: Punctuation</b>				
Indicate parenthesis using commas	Commas for parenthesis Use commas to clarify meaning and avoid ambiguity Indicate parenthesis using dashes Inverted commas to indicate direct speech (reinforce from Y4)	Indicate parenthesis using dashes and brackets	Indicate parenthesis using dashes Commas for parenthesis Use commas to clarify meaning and avoid ambiguity	Indicate parenthesis using dashes Commas for parenthesis Use commas to clarify meaning and avoid ambiguity
<b>Terminology for Pupils</b>				
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity				

# Ready Steady Write Plus: Grammar coverage in Year 6 units

## Year 6 Additional Units – Grammar Coverage

Enrichment: Shakespeare	Curriculum: Science	Enrichment: Olympics	Additional	Enrichment: Environment
<p>A Stage Full of Shakespeare Stories: Romeo and Juliet</p> 	<p>Rise Up</p> 	<p>Stories for Boys Who Dare to be Different 2 &amp; Goodnight Stories for Rebel Girls 2</p> 	TBC	<p>Varmints</p> 
Outcome – Diary	Outcome – Newspaper Report	Outcome – Daily Blog	Outcome 1 – Outcome 2 –	Outcome – Environmental Change Narrative
<b>Grammar: Word</b>				
The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	Understand how words are related by meaning as synonyms and antonyms		Understand how words are related by meaning as synonyms and antonyms
<b>Grammar: Sentence</b>				
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	Develop understanding 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 speech in writing	Using expanded noun phrases to convey complicated information concisely Use the subjunctive The difference between structures typical of informal speech and structures appropriate to formal speech in writing		Using expanded noun phrases to convey complicated information concisely Use the subjunctive Develop understanding of the passive to affect the presentation of information in a sentence
<b>Grammar: Text</b>				
Linking ideas across paragraphs using a wider range of cohesive devices	Linking ideas across paragraphs using a wider range of cohesive devices Use headings, sub-headings, columns and captions to structure information	Use headings and sub-headings captions to structure information		Linking ideas across paragraphs using a wider range of cohesive devices
<b>Grammar: Punctuation</b>				
Indicate grammatical features using the semi-colon and dashes to mark the boundary between independent clauses	Indicate grammatical features using the semi-colon and dashes to mark the boundary between independent clauses	Indicate grammatical features using colons and dashes to mark the boundary between independent clauses Use hyphens to join words and avoid ambiguity		Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Indicate grammatical features using colons and dashes to mark the boundary between independent clauses Use colons to introduce a list
<b>Terminology for Pupils</b>				
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points				