

# Year 6 Writing Progression

<b>Range of writing</b>	<ul style="list-style-type: none"> <li>• <b>Fiction:</b> science fiction, myths, legends, stories from other cultures, stories with historical settings, film and play script.</li> <li>• <b>Non-fiction:</b> persuasive texts, explanations, discussion texts, recounts, newspapers, blogs, biographies, information text hybrids.</li> <li>• <b>Poetry:</b> classic poetry, poems with imagery, free verse.</li> </ul>			
	<b>Key Learning</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Spelling</b>	Follow the progression of your Spelling Programme to ensure pupils have sufficient practice to master the Y5/6 spelling objectives.			
<b>Handwriting</b>	Follow the progression of your Handwriting Programme to ensure pupils have sufficient practice to master the Y6 handwriting objectives.			
<b>Vocabulary, Grammar &amp; Punctuation</b>	<ul style="list-style-type: none"> <li>• Use devices to build cohesion between paragraphs e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence, in the meantime, meanwhile, in due course, until then.</li> </ul>	<ul style="list-style-type: none"> <li>• Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then, similarly, although, additionally, another possibility, alternatively, as a consequence</li> </ul>		
	<ul style="list-style-type: none"> <li>• Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify in texts, semi-colons which are used to mark the boundary between independent clauses e.g. The heat beat down from a cloudless sky; even the gulls and kittiwakes seemed to be silenced by the sun.</li> <li>• Identify and use of semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify the subject and object of a sentence, e.g. David Beckham (subject) had always excelled at sports (object).</li> <li>• Explore and investigate active and passive e.g. in narrative writing, The thief had broken the window in the greenhouse versus The window in the greenhouse had been broken.</li> <li>• Explore and investigate <b>active</b> and <b>passive</b> e.g. Comparing and using phrases such as Some people argue that... (active) and It has been argued that... (passive) for use in debate.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, collect and use examples of the past perfect form of verbs to mark relationships of time and cause e.g. He had spent his whole childhood by the sea (past perfect).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, collect and use examples of the present perfect form of verbs to mark relationships of time and cause e.g. The culprit has left footprints across the lawn or I have searched the crime scene thoroughly (present perfect).</li> </ul>	
	<ul style="list-style-type: none"> <li>• Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how <b>hyphens</b> can be used to avoid ambiguity e.g. Tracey is the best-known cyclist in the competition (Tracey is known better than every other competitor) versus Tracey is the best known cyclist in the competition (Tracey is the best of all the known competitors).</li> </ul>		
	<ul style="list-style-type: none"> <li>• Explore, collect and use subjunctive forms for formal speech and writing e.g. If I were able to come to your party, I would...; The school requires that all pupils be honest.</li> </ul>	<ul style="list-style-type: none"> <li>• Use subjunctive forms in formal speech and writing, focusing on wish and if- clauses e.g. If I were to win the lottery, I would. ; I wish I were more tolerant.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, collect and use subjunctive forms within formal speech and writing, focusing on requests e.g. The school requires that all pupils be honest. His Majesty decrees that all his subjects be counted. His Majesty</li> </ul>	<ul style="list-style-type: none"> <li>• Edit and improve own formal writing and speech by using subjunctive forms e.g. If I were to predict the future for these creatures...; The law requires that zoos be inspected annually.</li> </ul>

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			insists that the wedding planner remain in the palace.	
Composition: Planning	<ul style="list-style-type: none"> <li>Identify audience and purpose. Choose appropriate text-form and type for all writing. Select the appropriate structure, vocabulary and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. To write a persuasive speech to present within a class debate which includes formal language, the passive voice, statistical information and persuasive devices.</li> </ul>		
	<ul style="list-style-type: none"> <li>Draw on similar writing models, reading and research.</li> </ul>	<ul style="list-style-type: none"> <li>Plan writing by drawing on a writing model e.g. chunking a known fiction text or boxing up a non-fiction text, in preparation for innovation.</li> <li>Develop and clarify ideas through talk, noting key ideas and vocabulary on a written plan.</li> </ul>	<ul style="list-style-type: none"> <li>Compare two similar texts and draw on these to create own plan for writing.</li> <li>Develop and clarify ideas through talk, noting key ideas and vocabulary on the plan.</li> </ul>	<ul style="list-style-type: none"> <li>Draw on similar writing models, reading and research to create own plan for writing, e.g. watch, read and evaluate a range of persuasive speeches before designing the structure and layout of their own.</li> </ul>
Composition: Drafting & Writing	<ul style="list-style-type: none"> <li>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> </ul>		
	<ul style="list-style-type: none"> <li>Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</li> </ul>	<ul style="list-style-type: none"> <li>Explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher e.g. We will have cakes and drinks (informal); Refreshments will be provided (formal).</li> <li>Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, ask about – enquire, go in – enter, get hold of – acquire, leave – exit.</li> </ul>	<ul style="list-style-type: none"> <li>Select and discuss appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</li> </ul>	
	<ul style="list-style-type: none"> <li>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</li> </ul>	<ul style="list-style-type: none"> <li>Blend action and dialogue within sentences and paragraphs to convey character and advance the action e.g. She turned on them, fists flailing and chased them back up the stairs, her eyes burning with simulated fury. 'Just 'cos you don't believe in anything 'cept motorbikes and football and all that rubbish!'</li> </ul>		
	<ul style="list-style-type: none"> <li>Consciously control the use of different sentence structures for effect</li> </ul>	<ul style="list-style-type: none"> <li>Revise the use of different sentence structures, e.g. single clause sentences for clarity or impact, multi-clause sentences to link ideas or with a range of openers.</li> <li>Improve sentences and short texts prepared by the teacher and discuss effects created.</li> </ul>	<ul style="list-style-type: none"> <li>Revise the use of different sentence structures, e.g. single clause sentences for clarity or impact, multi-clause sentences to link ideas or with a range of openers. Discuss effects created.</li> <li>Using own writing, experiment with different effects by changing sentence types and structures.</li> <li>When writing and editing, consciously control the use of different sentence structures for effect.</li> </ul>	
	<ul style="list-style-type: none"> <li>Use a wide range of devices to build cohesion within and across paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Use synonyms and pronouns to build cohesion within and across paragraphs, e.g. animals – creatures, beasts, species, wildlife, birds, mammals, they.</li> </ul>	<ul style="list-style-type: none"> <li>Use devices to build cohesion within and across paragraphs in narrative writing, e.g. adverbials such as meanwhile; several days earlier; years passed, many hundreds of years later; back in 1837.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of devices to build cohesion within and across paragraphs, e.g. adverbials (by the end of October; A few weeks later); pronouns (Rob knocked on the door. An old woman opened it and stared down at the boy. He smiled back.); and synonyms (cheetahs – animals, magnificent creatures, endangered species, huge cats, fascinating creatures).</li> </ul>

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<b>Writing, Evaluating, Editing &amp; Performing</b>	<ul style="list-style-type: none"> <li>• Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li> <li>• Proofread for grammatical, spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect upon the effectiveness of writing in relation to audience and purpose.</li> <li>• Proofread to ensure:               <ul style="list-style-type: none"> <li>○ Consistent and correct use of tense throughout.</li> <li>○ Consistent subject and verb agreement.</li> </ul> </li> <li>• Spelling and punctuation errors are addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect upon the effectiveness of writing in relation to audience and purpose.</li> <li>• Proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Use appropriate and effective intonation and volume.</li> <li>• Add gesture and movement to enhance.</li> <li>• Encourage and take account of audience engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. adopting a formal tone when delivering a review.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate and effective intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. using intonation in response to punctuation to mark clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. performing their own poem.</li> </ul>