

# Writing Progression | Year 6

| Writing Composition   | Writing Transcription and Vocabulary, Grammar and Punctuation   | Text Types and Context   |  |  |
|---|---|--|--|--|
| <p><b>(Key performance indicators in bold)</b></p> <p><b>Planning</b><br/>Plan writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Drafting</b><br/>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>precising longer passages</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> <li>Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</li> </ul> <p><b>Range and devices</b></p> <ul style="list-style-type: none"> <li>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> </ul> <p><b>Edit and proof-read</b><br/>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>Proof-read for spelling and punctuation errors</li> </ul> <p><b>Evaluate own writing</b></p> <ul style="list-style-type: none"> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing</li> </ul> <p><b>Oral presentation of writing</b></p> <ul style="list-style-type: none"> <li>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul> | <p><b>Vocabulary, grammar and punctuation</b></p> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>Learning the grammar for Years 5 and 6 in English Appendix 2</li> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence) and ellipsis</li> <li>Layout devices (eg headings, sub headings, columns, bullets or tables to structure text)</li> </ul> <p><b>Sentence Construction</b><br/>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>Using passive verbs to affect the presentation of information in a sentence</li> <li>Using relative clauses beginning with who, which, where, when, whose, that, or with an implied (ie omitted) relative pronoun</li> <li>Using the perfect form of verbs to mark relationships of time and cause</li> <li>Using expanded noun phrases to convey complicated information concisely</li> </ul> <p><b>Punctuation</b><br/>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>Using hyphens to avoid ambiguity</li> <li>Using a colon to introduce a list</li> <li>Punctuating bullet points (to list information) consistently</li> <li>Using semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul> <p><b>Terminology</b></p> <ul style="list-style-type: none"> <li>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullets</li> </ul> <p><b>Writing Transcription</b></p> <ul style="list-style-type: none"> <li>Spells some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>Continues to distinguish between homophones and other words which are often confused</li> <li>Uses knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>Uses a thesaurus.</li> <li>Writes legibly, fluently and with increasing speed</li> <li>Chooses which shape of a letter to use when given choices and decides whether or not to join specific letters</li> <li>Chooses the writing implement that is best suited for a task.</li> <li>Can understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul> | <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>Narrative: descriptive writing, Day of the Dead, Cave of Requirements</li> <li>Recount: biography – David Attenborough</li> <li>Report: how to be a detective</li> <li>Discussion: knife crime</li> </ul>  | <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>Narrative: alternative fairy tales – modern retelling of a known fairy tale - RED.</li> <li>Narrative: Little Freak (setting and character)</li> <li>Explanation: formal letter from Dr re healthy lifestyle</li> <li>Persuasion: should year 6 have extra playtimes during SATs</li> </ul>  | <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>Narrative: The Arrival</li> <li>Report: visit Ipswich</li> <li>Explanation: The Arrival – Why people leave their homes</li> <li>Poetry: Slam Poetry (2023 only)</li> </ul>   |
|   | <p><b>Possible Writing Stimuli</b></p> <ul style="list-style-type: none"> <li>A Photographic View of Crime and Punishment (Past in Pictures) (Alex Woolf)Cruel Crime and Painful Punishment (Terry Deary)</li> <li>Further book ideas at <a href="https://www.booksfortopics.com/crime-and-punishment">https://www.booksfortopics.com/crime-and-punishment</a></li> </ul>   | <p><b>Possible Writing Stimuli</b></p> <ul style="list-style-type: none"> <li>Gender Swapped Fairy Tales (Karrie Fransman and Jonathan Plackett)</li> <li>Cinderella Liberator (Rebecca Solnit)</li> <li>Literacy Shed – Chaperon Rouge</li> </ul>   |  | <p><b>Possible Writing Stimuli</b></p> <ul style="list-style-type: none"> <li>Further book ideas at <a href="https://www.booksfortopics.com/ww2">https://www.booksfortopics.com/ww2</a></li> <li>The Arrival (Shaun Tan)</li> <li>On The Move: Poems about Migration by Michael Rosen</li> </ul> |
| <b>Spelling</b>   |   |  |  |  |
| <p><b>Year Six statutory requirements</b></p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters ( rarer GPCs) [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus</li> <li>proof-read for spelling errors</li> </ul>   |   |  |  |  |
| <p><b>Autumn Term Spelling Shed Units</b></p> <ol style="list-style-type: none"> <li>Challenge Words</li> <li>Challenge Words</li> <li>Challenge Words</li> <li>Challenge Words</li> <li>Challenge Words</li> <li>Challenge Words</li> <li>Challenge Words</li> <li>Challenge Words</li> <li>Challenge Words</li> <li>Challenge Words</li> <li>Spelling Rules: Words with the short vowel sound /i/ spelled y</li> <li>Spelling Rules: Words with the long vowel sound /i/ spelled with a y.</li> </ol>   |   | <p><b>Spring Term Spelling Shed Units</b></p> <ol style="list-style-type: none"> <li>Spelling Rules: Adding the prefix '-over' to verbs.</li> <li>Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'</li> <li>Spelling Rules: Words which can be nouns and verbs.</li> <li>Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'</li> <li>Spelling Rules: Words with a 'soft c' spelled /ce/.</li> <li>Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite</li> <li>Spelling Rules: Words with the /f/ sound spelled ph.</li> <li>Spelling Rules: Words with origins in other countries</li> <li>Spelling Rules: Words with unstressed vowel sounds.</li> <li>Spelling Rules: Words with endings /shuh/ after a vowel letter.</li> <li>Spelling Rules: Words with endings /shuh/ after a consonant letter.</li> <li>Spelling Rules: Words with the common letter string 'acc' at the beginning of words.</li> </ol> | <p><b>Summer Term Spelling Shed Units</b></p> <ol style="list-style-type: none"> <li>Spelling Rules: Words ending in '-ably.'</li> <li>Spelling Rules: Words ending in '-ible'</li> <li>Spelling Rules: Adding the suffix '-ibly' to create an adverb.</li> <li>Spelling Rules: Changing '-ent' to '-ence.'</li> <li>Spelling Rules: -er, -or, -ar at the end of words.</li> <li>Spelling Rules: Adverbs synonymous with determination.</li> <li>Spelling Rules: Adjectives to describe settings</li> <li>Spelling Rules: Vocabulary to describe feelings.</li> <li>Spelling Rules: Adjectives to describe character</li> <li>Grammar Vocabulary</li> <li>Grammar Vocabulary</li> <li>Mathematical Vocabulary</li> </ol> |  |
| <p><b>Learning Spellings</b><br/>Learn words taught in new knowledge this term.</p> <ul style="list-style-type: none"> <li>Learn words from Y5/6 word list. Suggest an average of 7 a term of highlighted words</li> <li>Learn words from personal list (if applicable).</li> <li>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from <b>Y5/6 word list groups</b>.</li> </ul>  |   |  |  |  |