

## Year 6 Writing Progression

Text Types Covered and Jane Considine Units			Handwriting Expectations
<b>BOOK</b>	<b>Genre</b>	<b>Text Type</b>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined</li> <li>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited to the task</li> </ul>
Holes – Louis Sacher	Fiction	Letter, Persuasive Leaflet	
The Raven – Edgar Allan Poe	Fiction (poem)	Poetry	
Skellig – David Almond	Fiction	Setting description, suspense story	
Moth – Isabel Thomas	Non- Fiction		
Shackleton’s Journey – William Grill	Non- Fiction	Diary	
Brightstorm – Vashti Hardy	Non – Fiction	Newspaper Report	
Letters to the Lighthouse – Emma Carroll	Non- Fiction	Recount	
Greta	Non-Fiction	Speech	
Pig Heart Boy – Malorie Blackman	Fiction	Persuasive speech, non-chronological report	
Hansel and Gretel	Fiction	Narrative (traditional tale)	

Spelling	Composition	Vocabulary, Grammar and Punctuation
<ul style="list-style-type: none"> <li>Add suffixes beginning with vowel letters to words ending in -fer e.g. <b>referring, preferred, referee, preference</b></li> <li>Use prefixes involving the use of a hyphen e.g. <b>co-ordinate, re-enter</b></li> <li>Distinguish between homophones and other words which are often confused, for example, nouns end -ce and verbs end -se (English Appendix 1)</li> <li>Use dictionaries to check the spelling and meaning of words</li> <li>Spell most of the Year 5 and 6 words correctly (English Appendix 1)</li> <li>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)</li> <li>Use a thesaurus with confidence</li> </ul>	<ul style="list-style-type: none"> <li>Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (<b>e.g. the use of first person in a diary; direct address in instructions and persuasive writing</b>)</li> <li>Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary</li> <li>Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed</li> <li>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (<b>e.g. literary language, characterisation, structure</b>)</li> <li>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2)</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. <b>find out – discover; ask for – request; go in – enter, across a range of text types</b></li> <li>Understand how words are related by meaning as synonyms and antonyms e.g. <b>big, large, little</b></li> <li>Use the passive to affect the presentation of information in a sentence e.g. <b>I broke the window in the greenhouse vs. The window in the greenhouse was broken by me.</b></li> <li>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. <b>the use of question tags: He’s your friend, isn’t he? Or the use of subjunctive forms such as ‘If I were’ or ‘Were they to come’</b> in some very formal writing and speech</li> <li>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> </ul>

- Draft and write narratives, describing settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action
- Draft and write by accurately précising longer passages
- Draft and write by linking ideas across paragraphs using wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis
- Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. **headings, sub-headings, columns, bullet points or tables**
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural
- Distinguish between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling errors linked to spelling statements for Year 6
- Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists and use of hyphens
- Confidently perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear

- Link ideas within and across paragraphs using wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. **the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis**
- Use layout devices e.g. **headings, sub-headings, columns, bullet points, or tables, to structure text**
- Use the semi-colon, colon and dash e.g. **when writing lists or as the boundary between independent clauses**
- Use the colon to introduce a list and semi-colons within lists
- Use bullet points to list information
- Understand how hyphens can be used to avoid ambiguity e.g. **man eating shark vs. man-eating shark, or recover vs. re-cover**
- Understand the following terminology: subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon and bullet points
- Use the perfect form of verbs to mark relationships of time and cause
- Use expanded noun phrases to convey complicated information concisely
- Use the full range of punctuation taught at Key Stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity