Writing Progression Year 6

Autumn	Spring	Summer
Key -three 'Front Loaded' Objectives: ***Cohort specific and to be determined by Class Teacher*** - Joining handwriting using a cursive script. - Organising ideas and paragraphs around a theme - Key homophones there, their, they're, where, were, we're.	Key -three 'Front Loaded' Objectives: ***Cohort specific and to be determined by Class Teacher*** - To build cohesion across and within paragraphs avoiding repetition. - Choosing vocabulary, including nouns,to make writing clearer.	Key -three 'Front Loaded' Objectives: ***Cohort specific and to be determined by Class Teacher*** - Using a wider range of sentence types. - Speech punctuation

Specific Genres to be taught are in **red.**

Additional genres can be taught if appropriate – linked to reading spine/in-the-moment events.

- Letters, Non-Chronological Report, Instruction/Recipe, Poetry, Characterisation, Describing a Setting, Stories from Different Cultures, Traditional Tales, Diary, Review, Autobiography, Biography, Chapter/Extract, Advert, Leaflet, Flashbacks

Features of Writing

Selects appropriate grammar and vocabulary, describes setting, characters and atmospheres and integrates dialogue to convey characters and advance the action in narratives, uses a wide range of devices to build cohesion within and across paragraphs (adverbials, pronouns, prepositional phrases), uses further organisational and presentational devices to structure text and to guide the reader in non-narrative texts 9bullet points, headings, underlining), extends the range of sentences with more than one clause by using a wider range of conjunctions and relative clauses, uses passive verbs, understands and uses the subjunctive form, uses the present perfect form of verbs, chooses nouns or pronouns appropriately, uses fronted adverbials, uses conjunctions, adverbs and prepositions to express time and cause

Punctuation

Uses full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular and plural, uses and punctuates direct speech, uses commas after fronted adverbials, uses commas to clarify meaning or avoid ambiguity in writing, uses brackets, dashes or commas to indicate parenthesis, us hyphens to avoid ambiguity, uses semi colons, colons or dashes to mark boundaries between independent clauses, uses colon to introduce a list, uses ellipsis,

Spelling
Uses further prefixes and suffixes and understands how to add them, spells words with silent letters, continues to distinguish between homophones and other words which are often confused, uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically, places the possessive apostrophe accurately in words with regular and irregular plurals
Handwriting
Writes legibly, fluently and with increasing speed, chooses which shape of a letter to use when given choices and deciding whether or not to join specific letters, develops using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined, increases the legibility, consistency and quality of their handwriting
Content from previous Years
Joins words and joins clauses using subordination and co—ordination, punctuates sentences using a capital letter and a full stop, question mark or exclamation mark, uses a capital letter for names of people, places, days and personal pronoun 'I', uses expanded noun phrases, uses tense accurately, uses different sentence forms, uses direct speech, uses subordinate clauses, uses fronted adverbials, uses relative clauses, uses modal verbs, uses adjectives, adverbs, prepositions (including phrases), conjunctions and determiners

Writing Transcription Spelling is most correct, with an occasional error; e.g emrald Spelling is mostly correct. Some Occasional errors with verb forms; e.g 'threw' instead of 'thrown'. Spelling is mostly correct. Some occasional errors; e.g wolloped. A few apostrophes and verb forms are missing. Writing Composition Opening sets the scene using a variety of noun phrases to describe and specify. **Narrative** contains repetition and vocabulary to convey mood; e.gwhilst staring, crafting their nests. **News report** creates atmosphere through interesting vocabulary.It also integrates dialogue through using inverted commas Title uses alliteration. Repetition uses for emphasis. **Diary** has a fairly informal tone with the use of contractions; e.g didn't, couldn't, weren't.	Writing Transcription Spelling mostly correct with only a few. Spelling errors; for example, really, wich. Writing Composition Informal tone throughout the piece using contractions. Expanded noun phrases are used to describe and specify. Question marks are used to address and persuade the reader; e.g Have you ever seen a fire-breathing dragon before? **Narrative** conveys an appropriate level of informality through the use of contractions and questions. Interesting verbs are used to convey action; e.g slouched, flutter. Noun phrases used to describe and specify	Writing Transcription Spelling mostly correct with very few errors. Writing Composition Opening starts with a formal tone. Full range of adverbials are used to steer the reader through the main events; e.g However, Due to the fact. Conclusion offers clear solution. Opening starts with action by setting the scene through describing the room. A range of simple adverbials are used to steer the reader through the events; e.g However, Desperate, Quickly. Opening starts with vivid description; e.g slow, creaking sound. Powerful vocabulary helps to set the tone.

Cohesion within paragraphs include adverbials and adverbs to help the paragraph flow; e.g Only five minutes earlier, Then.
Opening sets the scene using a variety of noun phrases to describe and specify.
Narrative contains a range of vocabulary to describe; e.g lush,green; suns warmth.
Range of cohesive devices, including fronted adverbials and pronouns; e.g She, The next day
Dairy has informal tone helped by the use of contractions; e.g I'm, I'd, didn't.

Writing Grammar and Punctuation
Expanded noun phrase used to describe and specify.
Relative clause is used to add additional information; e.g who love this wonderful tree.
Dash used to expand information; e.g – many insects happily crawl.
Questions are used to address and persuade the reader; e.g wouldn't that be amazing.
Adverb is used to describe how the children played.
Capital letters, full stops and question marks are used, mostly correctly.
Dashes and commas are used for parenthesis.
Commas used to specify and clarify meaning e.g at exactly 12:51.
Dashes used to expand information.
Apostrophe for possession is used correctly.
Subordinate clause used to open the sentence.
Semi colon is used correctly.
Multi-clause sentence using relative clauses to expand information; e.g who did no work.
Question marks used to address the reader.

powerful vocabulary is used to convey the atmosphere; e.g vicious, indiscriminating.
Expanded noun phrases are used to describe and specify: e.g cold-hearted nasty bus driver.
Opening sets the scene with dialogue, ' Come on Sally!'.
Writer creates atmosphere through alliteration, repetition and interesting vocabulary.
Adverbs are used to convey action; e.g sinisterly.

Writing Grammar and Punctuation
Range of multi-clause and single clause sentences used throughout.
A fronted subordinate clause is used; e.g Although thisbreed of dragon
Exclamation marks, brackets, dashes, commas to clarify meaning and hyphens are used throughout.
Hyphens used to avoid ambiguity and give description.
Punctuation of bullet points are used to list.
Adverbs to qualify and describe; e.g really, extremely.
Brackets used for parenthesis throughout.
Fronted subordinate clause used to set the opening to the narrative; e.g When Lizzie woke up.

Evidence of written in third person.
Hyphens used to add to the character description; e.g half-lion, quarter-cat.
Opening uses second person; e.g Do you ever lay in bed?
Informal tone.
Contractions used throughout.
Technical language.

Writing Grammar and Punctuation
Dash used to say the name of the dental surgery; e.g – Dental Cheer
Relative clause used to add more information.
Grammatically correct with few errors; e.g bare instead of bear.
Evidence of commas, dashes, commas after fronted adverbials, semicolons and brackets.
Short single-clause sentence for effect; e.g I remained silent.
Relative clause; e.g which had drawings.
Range of clause structure.
Brackets for parenthesis, inverted commas and commas to clarify meaning.
Hyphens used; e.g broken-down.
Adverbs to indicate a degree of possibility is used to build suspense.
Semicolon used to mark the boundary between independent clauses.
Prepositional phrase used; e.g filled with wallpaper.

Semi colon used for a list, although not always accurate. Fronted adverbials used to open paragraphs but not always punctuated correctly. Brackets and commas used for parenthesis. Colon to mark the boundary between independent clauses. Dashes used as punctuation for parenthesis; e.g -up a different route-. Variety of single-clause and multi-clause sentences throughout Hyphen for description; e.g Upside-down.	Range of cohesive devices used throughout the piece; e.g fronted adverbials and pronouns. Inverted commas used to punctuate direct speech. Separate lines are sometimes used for dialogue. A range of fronted adverbials to aid cohesion within paragraphs. Attempted to use the semicolon. Dashes for parenthesis to confirm exact time. Passive voice used for emphasis; e.g The generosity of these gestures have been recognised by the birds. A range of fronted adverbials are being used to aid cohesion within paragraphs; e.g As mentioned earlier, Newspaper report punctuated with hyphens, commas, inverted commas for direct speech. Subordinate clause used to convey why a person is feeling that way. Hyphen used; e.g diamond-like Range of single-clause; e.g All was silent; and multi-clause sentences; e.g As scary as the dream was, Sally was being idiotic	Range of cohesive devices are used to aid the flow of each paragraph. Colon is used to mark the boundary between independent clauses. Passive voice; e.g It is believed that in 190, a group of tourists were seen decapitated. Modal verbs used throughout; e.g would. Commas for effect; e.g Fire, to heat the planet; Air, to help plants.
Working Towards The pupil can: • Write for a range of purposes. • Use paragraphs to organise ideas.	**Expected** The pupil can:	**Greater Depth** The pupil can:

• In narratives, describe settings and characters. • In non-narrative writing, use simple devices to structure thewriting and support the reader (e.g. headings, sub-headings, bullet points). • Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly. • Spell correctly most words from the Year 3 / Year 4 spelling list, and some words from the Year 5 / Year 6 spelling list. • Write legibly.	• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). • In narratives, describe settings, characters and atmosphere. • Integrate dialogue in narratives to convey character and advance the action. • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). • Use a range of devices to build cohesion(e.g. conjunctions, adverbials of time andplace, pronouns, synonyms) within and across paragraphs. • Use verb tenses consistently and correctly throughout their writing. • Use the range of punctuation taught at keystage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech). • Spell correctly most words from the Year 5 / Year 6 spelling list, and use a dictionary to	• Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure). • Distinguish between the language ofspeech and writing and choose the appropriate register. • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. • Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

	check the spelling of uncommon or more ambitious vocabulary. • Maintain legibility in joined handwritingwhen writing at speed.	

National Curriculum Expectations	Skills/Knowledge	Strategies to support
Proofreading For spelling and punctuation errors	Punctuation – as per appendix 1 Spelling knowledge and rules – as per appendix 1 Ability to identify errors with increasing independence Dictionary skills	Paired reading aloud to support peer marking Spot the error Model proof reading Use of more challenging word mats and dictionaries Personalised checklists
Editing evaluate and edit by: - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural	Grammar knowledge – as per appendix 1 Automatically re-reading to check for consistency Reading – wide range of grammatical structures	Contextual grammar teaching Success criteria and checklists Peer marking and editing Editing stations Spot the error and explain correction Sentence games – wider range of grammar and punctuation Slow writing
Refining evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Features of form/genre Clarity of purpose and audience – wider range, including more formal contexts Reading and evaluating effective vocabulary, sentence structures, etc. Standard English Colloquial English Figurative language	Shared and collaborative writing Adapting writing for different purposes and audiences Personalised checklists Writing conferences Discussion of effective vocabulary, grammar and punctuation in quality texts – and children's writing

- distinguishing between the language of speech and writing and choosing the appropriate register		Text marking and annotation Focused improvement across whole texts