



## Year 6 Writing Progression

Objectives taken from the National Curriculum 2014

Children should plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Children should draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Children should 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
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Children should proof-read for spelling and punctuation errors.

Understand how words are related by meaning as synonyms and antonyms	Understand layout devices used to structure text (e.g. headings, subheadings, columns, bullets, tables)	Understand and use passive verbs in their own writing	Punctuate lists with colons, semi-colons and bullet points	Use a wider range of cohesive devices, such as repetition, grammatical connections and ellipsis, to link ideas across paragraphs
Use hyphens to avoid ambiguity	Recognise the different structures of informal and formal speech	Identify and use subjunctive forms	Use colons, semi colons and dashes to mark the boundary between independent clauses	

**N = New Learning**    **R = Recall of prior learning**    **T – New terminology**    **S – Spellings (SR =spelling recall)**

<b>Autumn</b> Street Child		<b>Spring</b> Exploring Our Wonderful World		<b>Summer</b> Amazing Alchemy	
Teachers must teach the conventions of the genre alongside the SPAG skills.					
<p><b>Recount/diary</b> (3 weeks)</p> <p>R – use relative clauses (who, which, where, when, whose, that, or implied relative pronoun)</p> <p>R – modal verbs to indicate possibility (e.g. might, should, must, will)</p> <p>R – use adverbs to indicate degrees of possibility</p> <p>R – use brackets, dashes and commas to indicate parenthesis</p> <p>R – use expanded noun phrases to convey complicated information concisely</p> <p>R – use the perfect form of verbs to mark relationships of time and cause</p> <p>R – use commas to clarify meaning or avoid ambiguity</p> <p>R – use cohesive devices to build link ideas within and across paragraphs</p>	<p><b>narrative</b> (2 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p><b>N – identify the object and the subject within sentences</b></p> <p><b>T – object, subject</b></p> <p><b>poetry</b> (2 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p>	<p><b>narrative</b> (3 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p>R – identify the object and the subject within sentences</p> <p>R – recognise the different structures of informal and formal speech</p> <p>R – identify and use subjunctive forms</p> <p><b>N – identifying active and passive voice</b></p> <p><b>N – understand how the use of passive verbs affect a sentence</b></p> <p><b>N – using passive verbs in writing</b></p> <p><b>T – active, passive</b></p>	<p><b>Reports(non chron/explanatory)</b> (3 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p>R – identify the object and the subject within sentences</p> <p>R – recognise the different structures of informal and formal speech</p> <p>R – identify and use subjunctive forms</p> <p>R – punctuating lists with colons, semi-colons and bullet points</p> <p>R – identify and use passive verbs in writing</p> <p><b>N – punctuating lists with colons, semi-colons and bullet points</b></p> <p><b>N – using hyphens to avoid ambiguity</b></p> <p><b>T – colon, semi-colon, bullet points, hyphen</b></p>	<p><b>Narrative/recounts</b> (3 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p>R – identify the object and the subject within sentences</p> <p>R – recognise the different structures of informal and formal speech</p> <p>R – identify and use subjunctive forms</p> <p>R – punctuating lists with colons, semi-colons and bullet points</p> <p>R – identify and use passive verbs in writing</p> <p><b>N – use a wider range of cohesive devices, such as repetition, grammatical connections and ellipsis, to link ideas across paragraphs</b></p> <p><b>N – layout devices used to structure text (e.g. headings, subheadings, columns, bullets, tables)</b></p> <p><b>T - ellipsis</b></p>	<p><b>Newspaper reports</b> (3 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p>R – identify the object and the subject within sentences</p> <p>R – recognise the different structures of informal and formal speech</p> <p>R – identify and use subjunctive forms</p> <p>R – punctuating lists with colons, semi-colons and bullet points</p> <p>R – identify and use passive verbs in writing</p> <p>R – use a wider range of cohesive devices, such as repetition, grammatical connections and ellipsis, to link ideas across paragraphs</p> <p>R – layout devices used to structure text (e.g. headings, subheadings, columns, bullets, tables)</p>
<p><b>report</b> (2 weeks)</p> <p>R – use relative clauses (who, which, where, when, whose, that, or implied relative pronoun)</p> <p>R – modal verbs to indicate possibility (e.g. might, should, must, will)</p>	<p><b>letters</b> (3 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p>R – identify the object and the subject within sentences</p> <p><b>N – recognise the different structures of informal and formal speech</b></p>	<p><b>recounts</b> (3 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p>R – identify the object and the subject within sentences</p> <p>R – recognise the different structures of informal and formal speech</p>	<p><b>letters</b> (3 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p>R – identify the object and the subject within sentences</p> <p>R – recognise the different structures of informal and formal speech</p>		<p><b>letters</b> (2 weeks)</p> <p>R – continue to build a wide vocabulary through synonyms and antonyms</p> <p>R – identify the object and the subject within sentences</p> <p>R – recognise the different structures of informal and formal speech</p>

<p>R – use adverbs to indicate degrees of possibility  R – use brackets, dashes and commas to indicate parenthesis  R – use expanded noun phrases to convey complicated information concisely  R – use the perfect form of verbs to mark relationships of time and cause  R – use commas to clarify meaning or avoid ambiguity  R – use cohesive devices to build link ideas within and across paragraphs  N – understand how words are related by meaning as synonyms and antonyms  T – synonym, antonym</p>	<p>N – identify and use subjunctive forms</p>	<p>R – identify and use subjunctive forms  R – punctuating lists with colons, semi-colons and bullet points</p>	<p>R – identify and use subjunctive forms  R – punctuating lists with colons, semi-colons and bullet points  R – identify and use passive verbs in writing  N – use colons, semi colons and dashes to mark the boundary between independent clauses</p>		<p>R – identify and use subjunctive forms  R – punctuating lists with colons, semi-colons and bullet points  R – identify and use passive verbs in writing  R – use a wider range of cohesive devices, such as repetition, grammatical connections and ellipsis, to link ideas across paragraphs  R – layout devices used to structure text (e.g. headings, subheadings, columns, bullets, tables)</p>
	<p>recounts/letters (2 weeks)  R – continue to build a wide vocabulary through synonyms and antonyms  R – identify the object and the subject within sentences  R – recognise the different structures of informal and formal speech  R – identify and use subjunctive forms</p>				<p>Leaflets/persuasive reports (2 weeks)  R – continue to build a wide vocabulary through synonyms and antonyms  R – identify the object and the subject within sentences  R – recognise the different structures of informal and formal speech  R – identify and use subjunctive forms  R – punctuating lists with colons, semi-colons and bullet points  R – identify and use passive verbs in writing  R – use a wider range of cohesive devices, such as repetition, grammatical connections and ellipsis, to link ideas across paragraphs  R – layout devices used to structure text (e.g. headings,</p>

					subheadings, columns, bullets, tables)
Skills check – This is the aim for the vast majority of the class to achieve this half term to ensure that they are ready to move on to the next piece of learning					
Can children...?					
<ul style="list-style-type: none"> <li>• use relative clauses</li> <li>• use modal verbs and adverbs to indicate degrees of possibility</li> <li>• use brackets, dashes and commas to indicate parenthesis</li> <li>• use the perfect form of verbs to show time and cause</li> <li>• use commas to clarify meaning or avoid ambiguity</li> <li>• use cohesive devices to link ideas within and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• understand ‘synonym’ and ‘antonym’</li> <li>• identify object and subject within sentences</li> <li>• identify formal and informal structures of speech</li> <li>• identify and use the subjunctive form</li> </ul>	<ul style="list-style-type: none"> <li>• understand ‘synonym’ and ‘antonym’</li> <li>• identify object and subject within sentences</li> <li>• identify formal and informal structures of speech</li> <li>• identify and use the subjunctive form</li> <li>• use colons, semi-colons and bullet points in lists</li> <li>• use hyphens to avoid ambiguity</li> <li>• understand and use passive verbs</li> </ul>	<ul style="list-style-type: none"> <li>• understand ‘synonym’ and ‘antonym’</li> <li>• identify object and subject within sentences</li> <li>• identify formal and informal structures of speech</li> <li>• identify and use the subjunctive form</li> <li>• use colons, semi-colons and bullet points in lists</li> <li>• use hyphens to avoid ambiguity</li> <li>• understand and use passive verbs</li> <li>• use colons, semi-colons and dashes to mark boundaries between independent clauses</li> <li>• use colons, semi-colons and dashes to mark boundaries between independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>• understand ‘synonym’ and ‘antonym’</li> <li>• identify object and subject within sentences</li> <li>• identify formal and informal structures of speech</li> <li>• identify and use the subjunctive form</li> <li>• use colons, semi-colons and bullet points in lists</li> <li>• use hyphens to avoid ambiguity</li> <li>• understand and use passive verbs</li> <li>• use colons, semi-colons and dashes to mark boundaries between independent clauses</li> <li>• continue to use a wider range of cohesive devices to link ideas between and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• understand ‘synonym’ and ‘antonym’</li> <li>• identify object and subject within sentences</li> <li>• identify formal and informal structures of speech</li> <li>• identify and use the subjunctive form</li> <li>• use colons, semi-colons and bullet points in lists</li> <li>• use hyphens to avoid ambiguity</li> <li>• understand and use passive verbs</li> <li>• use colons, semi-colons and dashes to mark boundaries between independent clauses</li> <li>• continue to use a wider range of cohesive devices to link ideas between and across paragraphs</li> </ul>
Terminology check					
synonym, antonym	synonym, antonym, object, subject	synonym, antonym, object, subject, colon, semi-colon, bullet points, hyphen, active, passive	synonym, antonym, object, subject, colon, semi-colon, bullet points, hyphen, active, passive	synonym, antonym, object, subject, colon, semi-colon, bullet points, hyphen, active, passive, ellipsis	synonym, antonym, object, subject, colon, semi-colon, bullet points, hyphen, active, passive, ellipsis
Spelling check:					
accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond	accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond	accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond	accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond	accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond	accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond

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